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ABSTRACT

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1979. A foreword comments on ACTION's achievements and response to national priorities. Activities of Older American Volunteer Programs are discussed in the next section, specifically those of the Retired Senior Volunteer Program, Foster Grandparent Program, and Senior Companion Program. The next section focuses on project areas pursued by VISTA, including programs of the National Center for Service-Learning. Discussion regarding the Peace Corps looks at new directions in 1979, the Office of Programming and Training Coordination, the Information Collection Exchange, and Women in Development projects. Accounts are also given by country, of Peace Corps activities in the regions of Africa, Latin America, and North Africa, Near East, Asia, and the Pacific. A section on the Office of Voluntary Citizen Participation describes activities of its components, including Former Volunteer Services, Peace Corps Partnership, Domestic Development Service, and special projects. Activities and changes within support offices are then described. Appropriate tables, charts, and maps supplement content. (YLB)

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ACTION ANNUAL REPORT 1979

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Fifteenth Anniversary of the Signing of the Economic Opportunity Act

Presidential Document By Jimmy Carter, President of the United States

On August 20, 1964, our Nation embarked upon its most altruistic enterprise since the Marshall Plan. President Lyndon B. Johnson signed into law an Act "to mobilize the human and financial resources of the Nation to combat poverty in the United States."

The ideal envisioned in the Economic Opportunity Act of 1964 was a Nation in which "every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society."

The proud litany of bold innovations which this legislation introduced into the Nation's vocabulary included Community Action, Head Start, Job Corps, Legal Services, VISTA, New Careers, Foster Grandparents, Upward Bound, Follow Through, Emergency Food and Medical Services, and Senior Opportunities and Services.

The experimental concepts tested in these many programs have long since left the laboratory. Along the way, we have made some important discoveries—about poverty, about ourselves and about our country. We have learned from these programs that poverty is not an isolated problem that can be overcome without changes in the larger economy. We have learned that the poor of America are by no means alone in their deep-seated desire for institutional change; in their desire for government responsiveness at all levels; in their desire for opportunities for genuine participation as members of our society. We have discovered along the way that poor and non-poor alike long for a sense of community, a share in decision-making, a feeling that the individual can be heard—in the councils of government, in corporate meetings, and in the marketplace.

All Americans should have learned in these 15 tumultuous years that changing circumstances may place any one of us in the path of common enemies: obsolete skills in an age of technological revolution; the danger of disability through injury or disease in a hazardous environment; mutual vulnerability to shrinking energy, housing, and food resources. All of us have learned that our country cannot afford to allow differences—in income, in social status, in geography, in age, in intellect or health, in color, accent, or religion—to divide and polarize us.

This generation has learned also that poverty is not a question of income alone—we can be energy-poor, even though wealthy as a Nation; we can be spiritually impoverished, even when we are materially satiated.

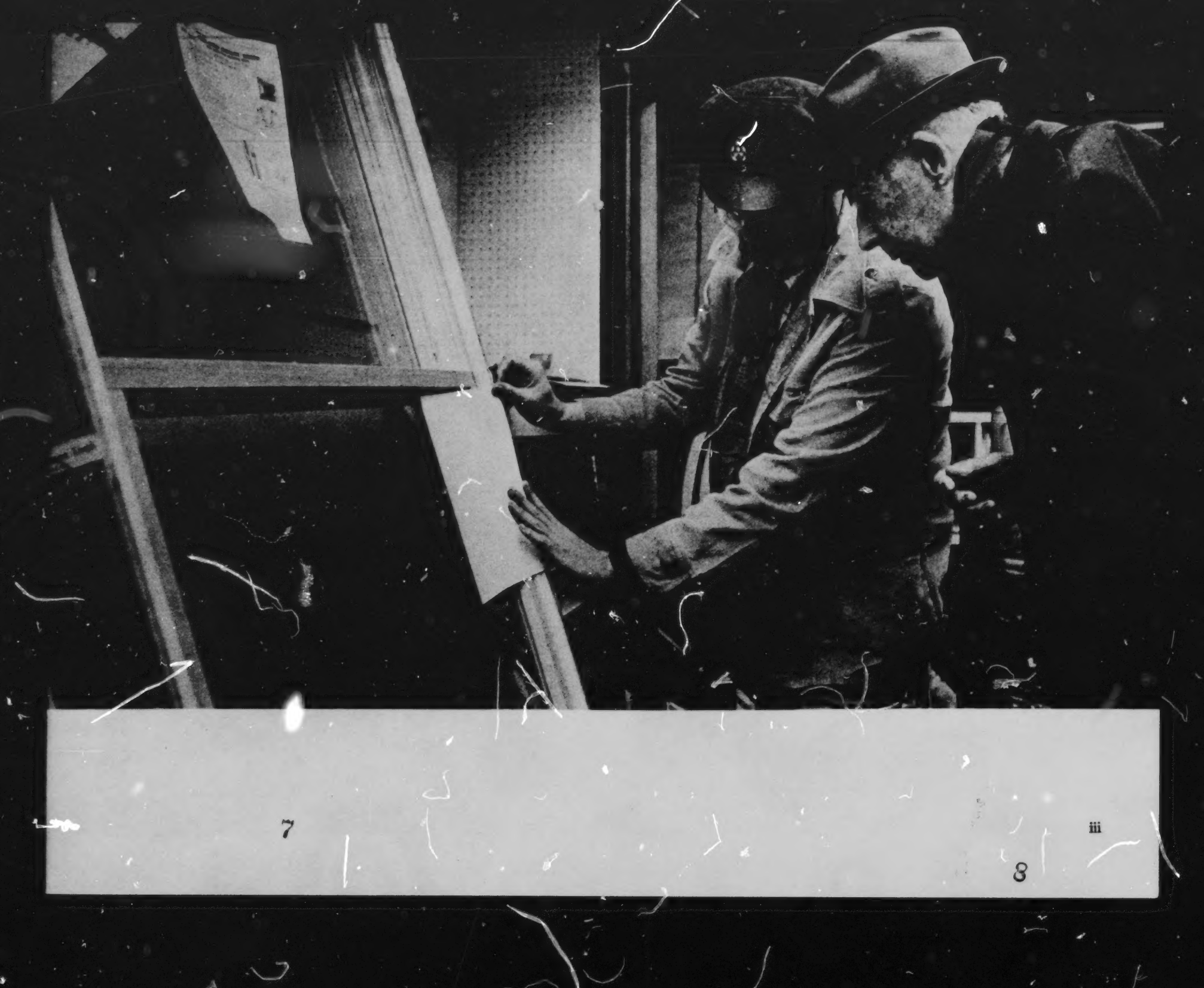
Let us take this occasion, then, to rededicate ourselves and our country to the ideals of the Economic Opportunity Act with a renewed commitment to our Nation's goal of securing the opportunity for every individual to "attain the skills, knowledge, and motivations . . . to become fully self-sufficient."

SAM BROWN STATEMENT

(modified excerpts from Oct 10, 1979 speech before the American Association of Voluntary Services Administration)

The countless millions of Americans who are involved in voluntary "self-help" groups are attempting to redefine—to strike a new balance—between what the individual citizen can do and what the government should and must do to protect the integrity of the individual. The self-help movement reflects the fact that people want to accept responsibility for their own lives. Though small in number, government programs like ACTION's, which focus on the use of volunteers, can help to break down the bureaucratic and social barriers that make people fearful, dependent, and unwilling to reach out to help others.

In a larger sense, ACTION's programs have less to do with making sure that the federal government is open to voluntarism, and much more to do with creating a society in which sharing, caring, neighborliness, equity, and self-reliance are the core values both at home and abroad. Those of us at ACTION, our volunteers in the Peace Corps, in VISTA, and in our older Americans programs, are committed to that larger goal.



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FOREWORD

. . . NOT A QUESTION OF INCOME ALONE

When the slogan "War on Poverty" was coined some 15 years ago, the "war" motif was appropriate to our assumption that poverty was a quantifiable problem, which could be remedied by a massive application of resources and technical expertise. At the time, there was no reason to believe otherwise. America was in the midst of a period of unprecedented growth and affluence, and was demonstrating remarkable prowess at solving problems on many frontiers: a sophisticated aerospace technology was steadily overcoming the immense difficulties of manned spaceflight; quantum leaps in medical knowledge and bio-medical technology promised new hopes in the conquest of disease; breakthroughs in the electronics field heralded a new era of information processing and global communications. Little seemed beyond our problem solving capabilities—including the elimination of poverty, which was construed as another problem in search of a solution.

The strategy of the War on Poverty was to bring poor Americans into the mainstream of economic activity by providing them with the income-generating skills, knowledge, and training that they lacked. The tactical component of the war was a constellation of new programs, such as VISTA, Foster Grandparent Program, Job Corps, and Head Start. And the goal of the war was to completely eliminate poverty from the land in the foreseeable future, to rid our nation of intolerable conditions that ran counter to the flow of progress.

Fifteen years later, the struggle to overcome poverty continues, although today one rarely hears of our anti-poverty efforts cast in terms of a "war." This is not simply because the slogan is no longer in vogue, but because of the realization that, in a sense, "we have met the enemy and it is us." We have learned that poverty is not just an undesirable condition existing within our society, and that defeating poverty is not analagous to waging a campaign to eradicate a pathological agent which is disturbing an otherwise healthy organism. We have learned that poverty is a built-in aspect of our society, generated by the very structures underlying our institutions, many of which foster dependency and

preclude the participation of millions of Americans in the decision-making process. And we have learned that the real solution to poverty must ultimately derive from social change that promotes equality for all Americans.

Today, we speak of our anti-poverty efforts in terms of building for self-reliance at home and abroad, of assisting individuals and community groups in assuming responsibility for completing the essential tasks of our society—which is what ACTION is all about. Through ACTION's domestic operations—VISTA, the Service-Learning programs, and the Older Americans Volunteer Programs—the agency has helped people throughout the nation to gain a measure of control over their lives. Abroad, the Peace Corps has assisted people in many developing countries to achieve local self-reliance, through the introduction of appropriate means for producing food, educating their young and maintaining their health.

ACTION has proven itself to be a unique means for promoting self-reliance, because it offers alternatives to the status quo. In the early seventies, the quest for alternatives was often interpreted as a vestige of the counterculture. But at the close of the seventies, few could afford to look at alternatives as fanciful or romantic fads; for in 1979, all Americans were confronted by issues such as the high cost of energy and health care, and an economy that continually induced tighter budgetary constraints.

ACTION's alternatives consist of self-help projects ranging from consumer cooperatives and independent living situations to community-wide energy conservation efforts.

A project always consists of the sponsoring organization, the volunteer and the community being served.

By opening channels for participation in such voluntary self-help endeavors, ACTION affords people throughout America and abroad opportunities to develop their own resources, to build for self-reliance. That capacity will, undoubtedly, prove to be vitally important as we encounter the economic, social, and political challenges of the next decade.

ACTION'S RESPONSE TO NATIONAL PRIORITIES

- *Energy.* At the close of the decade, energy was perhaps our most pressing national concern. As the cost of energy for heating and transportation soared, all Americans saw an increasingly greater percentage of their incomes going towards fuel and energy-dependent goods. ACTION's programs helped Americans deal with the energy crisis in a number of ways. RSVP volunteers participated in projects aimed at assisting people with energy conservation, home weatherization, and consumer education on energy issues. VISTA energy projects ranged from alternative energy systems and utility rate monitoring to energy conservation techniques. A community-wide energy conservation project in Fitchburg, Massachusetts, planned during FY 79, will attempt to reduce Fitchburg's energy consumption by 25 percent through simple low-cost/no-cost measures.

- *Independent Living.* There has been growing concern in this country about needless or inappropriate institutionalization, especially within our criminal justice and mental health systems. A number of approaches have been taken to promote the release of individuals from institutions, and to prevent placement in institutions when alternatives exist. ACTION has demonstrated that with the provision of supportive services, many people can live productively in independent living situations. Foster Grandparents, for example, have helped many handicapped children and potential youth offenders to cope with the pressures and expectations of daily life within the community. Senior Companions have proven that many elderly people can continue caring for themselves, if minimal help is provided.

- *Youth Issues.* ACTION's Youth Employment Support (YES) demonstration project, planned during FY 79, will help minority and disadvantaged youth find employment through the support of citizen volunteers. ACTION's Youth Community Service (YCS) demonstration project was set up as a test of one type of national service model to provide youths in Syracuse, New York, with stipended volunteer opportunities to participate in meaningful community service projects while learning marketable skills. YCS received applications from 3,739 youths, most of whom were unemployed and out of full-time school.

- *Human Rights: Refugee Assistance.* Hundreds of thousands of refugees have fled from Vietnam, Cambodia, and Laos, and are living in desperate conditions in refugee camps throughout Thailand, Malaysia, and Indonesia. The Peace Corps has entered into an unprecedented agreement with the United Nation High Commissioner on Refugees and the United Nations Volunteer Programme. Under this agreement, the Peace Corps will assist the Refugee Commission in the recruitment of volunteers and will participate in relief efforts in Southeast Asia by helping to train and counsel refugees for resettlement. It will also

organize efforts to improve water supply systems, sanitation, and health care within the refugee camps. Domestically, RSVP volunteers have become involved with assisting Indo-Chinese refugees who have resettled in American communities. Their efforts include locating housing, English language training, and fostering good relations between the community and the refugees.

- *Crime Prevention.* One of the basic problems facing many urban dwellers is the constant fear of being victimized by crime. Early in FY 1979, ACTION and the Law Enforcement Assistance Administration (LEAA) formed a joint staff to develop a program which was responsive to President Carter's concerns over the high urban crime rate. The result was the formation of the Urban Crime Prevention Program (UCPP). The majority of UCPP funds are awarded to neighborhood organizations with projects focusing primarily on community dispute settlement, arson, property crime victimization and victim/witness assistance.

- *Student Involvement.* Service-learning programs continue to grow in the nation's schools and universities. The National Center for Service Learning (NCSL) has played an active role in that growth. When founded in 1969, the Center was called the National Student Volunteer Program (NSVP). It identified 100 colleges that had some organized volunteer effort. By FY 79, it was providing support to thousands of high school and college service-learning programs. To reflect its new role, NSVP was renamed the National Center for Service Learning. During FY 79, NCSL also began administration of University Year for ACTION (UYA), a federal grant program designed to give college students opportunities to work as full-time volunteers in their local communities while receiving academic credit. To evaluate and strengthen the UYA program, the Center now oversees seven 15-month UYA demonstration projects.

- *Reaching Out.* Material and spiritual poverty are no respecters of state boundaries. In FY '79, various statewide agencies stepped up their efforts to help those cut off from basic human needs. The State Office of Voluntary Citizen Participation (S/OVCP) was a major stimulus in developing and strengthening the partnership between the federal government and volunteer services at the state level. Through training, technical assistance, and information sharing, volunteers have become better equipped to respond to the basic human needs of their communities. With this partnership, the S/OVCP program has served as a catalyst with voluntary organizations to provide and encourage access for the people to their government.

- *Fighting High Costs.* Spiraling costs are making it difficult to make ends meet these days for everyone, particularly the low-income elderly. In FY '79, grants were awarded to 10 RSVP projects to develop two-year Fixed Income Consumer Counseling (FICC) program to help low-income consumers get the most out of their dollars. Each of the 10 RSVP projects works closely with community agencies and organizations to identify local needs and available resources. Through workshops, personal counseling, lectures and written material, RSVP counselors help low-income people in income assistance, budgeting, nutrition, energy conservation, housing, and legal aid.

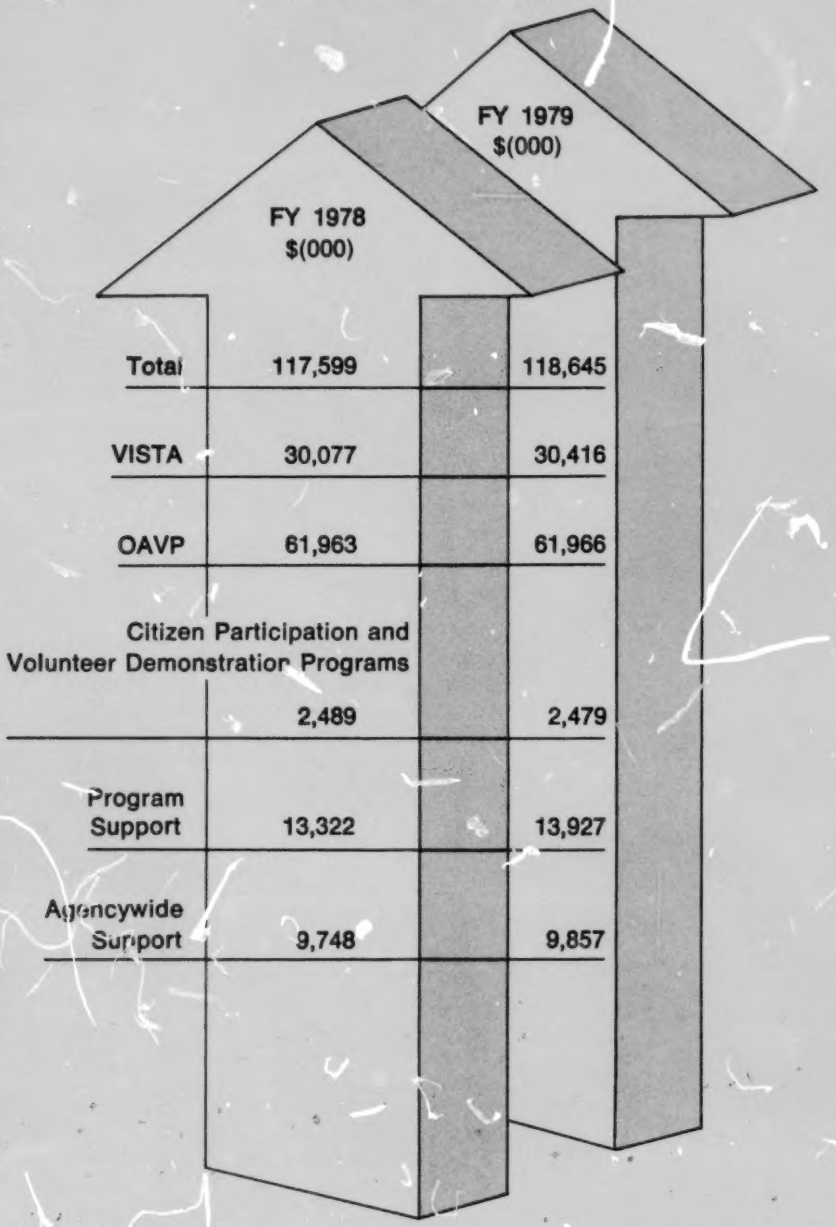
PEACE CORPS AUTONOMY

On May 16, 1979, the President signed an executive order to establish Peace Corps as an autonomous organization within ACTION. An accompanying memorandum explained that the order was designed to "strengthen the vitality, visibility and independence of the Peace Corps while preserving its position as a joint venture with our domestic volunteer service programs within the framework of ACTION." The executive order provides the Peace Corps director with full budget authority and responsibility over this program. In addition, Peace Corps will have separate offices of Planning, Contracts, Executive Secretariat, Overseas Administrative Support, and Legislative Affairs. Overseas staff training will also become a Peace Corps function. The Office of Recruitment and Communications will continue to recruit and process volunteers for both Peace Corps and VISTA.

PROGRAM FACTS

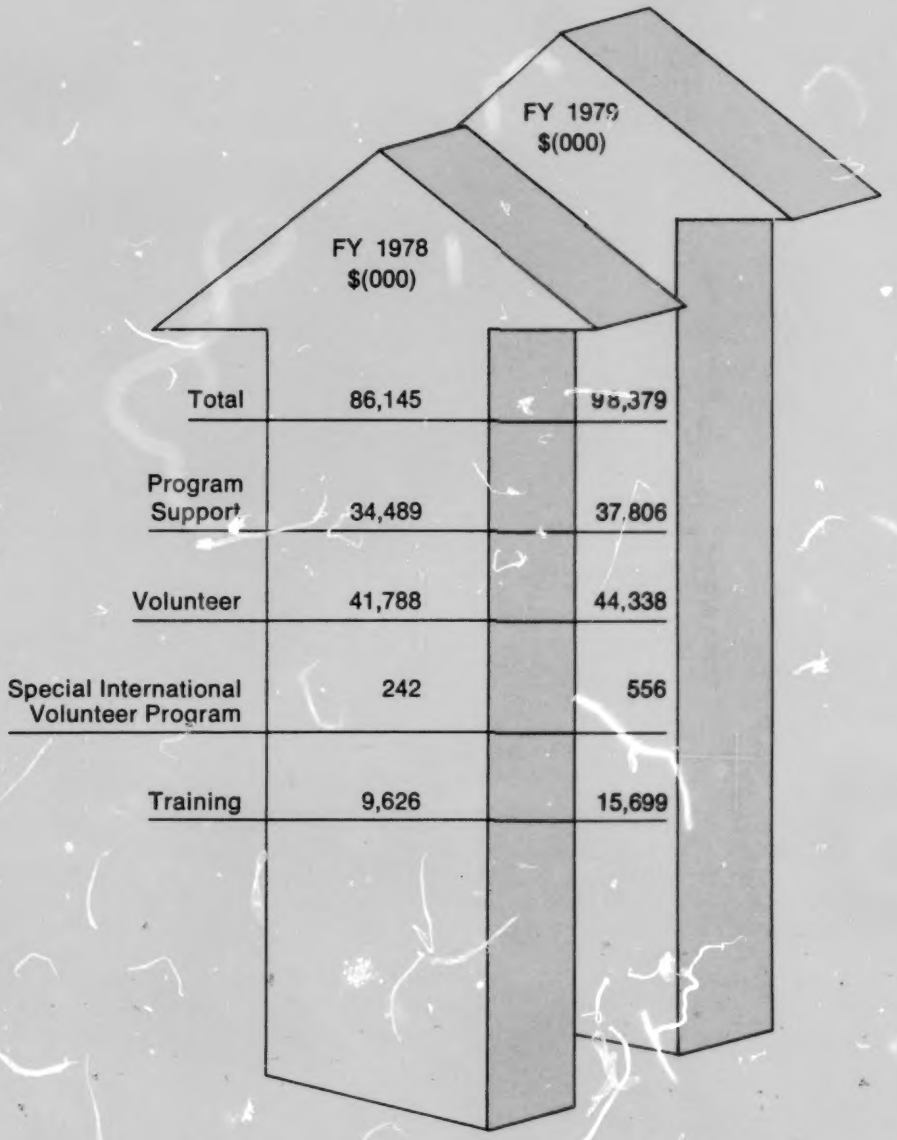
- **Retired Senior Volunteer Program:** In 50 states, Puerto Rico and the Virgin Islands—had 250,000 volunteers in 682 projects.
- **Foster Grandparent Program:** In 50 states, Puerto Rico and the Virgin Islands—had 16,640 volunteers in 198 projects.
- **Senior Companion Program:** In 43 states and Puerto Rico—had 3,350 volunteers in 85 projects.
- **VISTA.** In 50 states, Puerto Rico and the Virgin Islands—had 4,016 volunteers in 709 projects.
- **University Year for ACTION:** In 16 states—had over 644 volunteers in 27 projects.
- **National Center for Service-Learning:** In 50 states—assisted service-learning in local high school and college programs.
- **State Offices of Voluntary Citizen Participation:** There are 26 state offices of which five were established in FY 79.
- **Peace Corps:** In 56 countries—had 5,700 volunteers.

DOMESTIC PROGRAMS BUDGET



	FY 1978 $(000)	FY 1979 $(000)
Total	117,599	118,645
VISTA	30,077	30,416
OAVP	61,963	61,966
Citizen Participation and Volunteer Demonstration Programs	2,489	2,479
Program Support	13,322	13,927
Agencywide Support	9,748	9,857

PEACE CORPS BUDGET



	FY 1978 $(000)	FY 1979 $(000)
Total	86,145	98,379
Program Support	34,489	37,806
Volunteer	41,788	44,338
Special International Volunteer Program	242	556
Training	9,626	15,699

OLDER AMERICAN VOLUNTEER PROGRAMS (OAVP)

"Taking a different view of older people is the unique characteristic of ACTION's Older American programs. Other programs are mandated to take care of older people's special needs. The special need that ACTION's programs take care of is the need and the right to be useful in one's community."

Helen Kelley, Director OAVP

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Growing old in America is a paradoxical event. While Americans are living longer than ever through advances in medicine and nutrition, our society is incapable of constructively absorbing this newfound longevity. As a result, growing old in America means becoming invisible. It means a process of fading away that is deleterious to the old, the young, and the society as a whole. For it means the waste of human potential, and a widespread fear of the aging process, a fear of becoming a phantom American.

ACTION's three older American programs are committed to changing attitudes about aging by demonstrating that elderly people can engage in productive services to their communities—*for as long as they want to.* Therein lies one of the most significant aspects of the ACTION programs, *the element of choice;* for in our society, being able to choose the course of one's life is regarded as a vital aspect of being a whole person.

ACTION's Older American Programs provide elderly people with the opportunity to decide how they will spend the rest of their lives,

rather than simply acquiescing to a system that edges them out of the mainstream of society for arbitrary reasons. The Retired Senior Volunteer Program, for example, offers people of retirement age the chance to continue using their skills to address a variety of needs through volunteer service to the community. The Foster Grandparent Program, the oldest of the three programs, links disadvantaged and abused children with elderly people who act as surrogate grandparents—and provide genuine care, love, and help. The Senior Companion Program, ACTION's newest older American program, offers the hale elderly a chance to help the frail elderly.

These three programs not only open avenues through which Americans can find meaning and self-fulfillment in their later years, but also give older Americans well-deserved public recognition for the valuable services they are performing in communities throughout the land. In doing so, ACTION has proven that we have long overlooked a priceless natural resource with unlimited energy: the vast segment of our society that continues to grow old in age, but not in spirit.

ACTION-FUNDED OAVP STATISTICS

VOLUNTEERS	PROJECTS	STATES	TERRITORIES
RSVP: 250,000	582	50	2
FGP: 16,540	198	50	2
SCP: 3,350	52	43	1

DISTRIBUTION OF VOLUNTEER TIME BY AREA OF HUMAN NEED

	RSVP	FGP	SCP
Health/Nutrition	41.6%	50.8 %	31.86 %
Food & Water	0.2	0.01	0.001
Knowledge & Skills	9.3	39.00	2.42
Economic Dev/Income	7.7	0.04	11.5
Housing	0.7	0.001	1.05
Energy/Conservation	0.7	0.01	0.01
Community Services	39.0	10.0	52.90
Legal Rights	0.8	0.2	0.01

Volunteer Placements

	RSVP	FGP	SCP
Rural	34.6%	33.5%	30.3%
Urban	65.4	66.5	69.7

Volunteer Profiles

	RSVP	FGP	SCP
Female	78.3%	83.3%	82.3%
Male	21.7	16.7	17.7

Age	RSVP	FGP	SCP
60–69	41.4%	45.6%	58.0%
70–79	44.1	46.6	35.8
80–84	10.4	5.8	3.0
84 plus	4.1	2.0	3.2

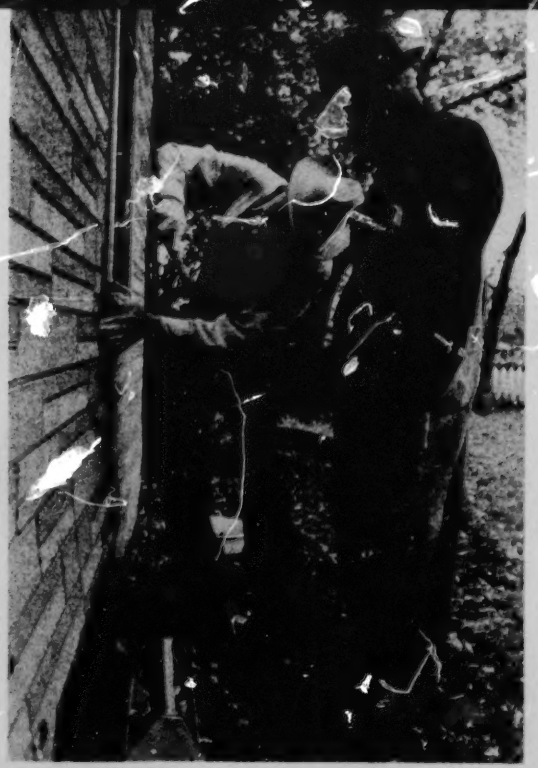
ETHNIC BACKGROUND	RSVP	FGP	SCP
White	82.9%	63.0%	59.0%
Black (not Hispanic origin)	12.3	27.8	32.5
Hispanic	3.2	6.1	5.7
American Indian/Alaskan Native	0.4	2.1	0.7
Asian/Pacific Islander	1.2	1.0	2.1

BUDGET

RSVP $20.1 million
FGP $34.9 million
SCP $ 7.0 million

PROJECT BUDGET BREAKDOWN

	RSVP	FGP	SCP
Federal share	56.3%	79.1%	69.0%
Local share	43.7	20.9	31.0



THE RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

The Retired Senior Volunteer Program was authorized in 1969, and the first eleven projects were launched in the spring of 1971 by the Administration on Aging.

On July 1, 1971, RSVP was transferred to ACTION. The program is an outgrowth of efforts by gerontologists, private groups, and government agencies to be responsive to the needs of many older Americans to be of service to others. RSVP offers individuals 60 and over the opportunity to make constructive use of their time, skills, and experience through volunteer activities that give them a renewed sense of satisfaction and purpose. And in doing so, RSVP volunteers provide invaluable services to their communities.

While RSVP volunteers receive no monetary compensation for their efforts, assistance is provided to cover such costs as transportation and accident insurance. The volunteers serve in their own communities through RSVP projects controlled and supervised by non-profit sponsors, such as senior service organizations, municipal and county governments, and community action agencies. One of the distinguishing features of the program is the variety of community service opportunities the program offers. The projects in which RSVP volunteers serve address a broad range of human needs, including economic sufficiency, individual rights, health, nutrition, education, housing, energy conservation, culture, protective and social services.

GROWTH OF THE PROGRAM

RSVP, ACTION's largest program, has grown dramatically since its beginning. In FY 79, there were 250,000 RSVP volunteers working on 682 projects. Approximately 20 percent of the volunteers are minorities, and nearly 80 percent are female. More than a third of the current RSVP projects serve rural areas.

PROGRAM EMPHASES

Energy is rapidly becoming one of the most pressing issues for the poor in general, and the elderly poor in particular. The 0.7 percent of RSVP volunteer time devoted to energy/conservation in FY 79 represented 239,500 volunteer hours. RSVP is directing increasing attention to helping the poor with energy conservation matters. RSVP not only assists senior citizens with their increasing utility burden, but also establishes self-help programs in which seniors play an important role that aids the community-at-large. During FY 79, RSVP volunteers have promoted consumer education on energy issues, disseminated information on simple home weatherization, provided basic energy audit assistance to individuals seeking help with energy conservation, and participated in referral systems for people seeking information on special energy saving problems. For example:

- Nearly 70 RSVP volunteers in Wayne County, Michigan have received paraprofessional training and are now involved with community education on energy conservation through workshops, club meetings, and other civic functions. The volunteers conduct energy audits of individual homes, and provide limited home maintenance and weatherization services. They also teach community members how to do meter readings, basic conservation methods, and suggest alternative energy sources (and resources). These services are free to anyone, and are primarily targeted for the elderly and economically disadvantaged residents of the community.
- In Wichita, Kansas, there are 38 blind RSVP volunteers who call themselves the Helping Hands. The volunteers are former nuns, nurses, teachers, engineers, and secretaries. Many of the blind volunteers are part of an oral history component of a federally-funded model program called "The Energy Adventure Center." One wing of an elementary school has been devoted to exhibits showing the uses of alternative energy sources. All Wichita students in the fourth, sixth and eighth grades are visiting the center over a three-year period to learn about the past, present, and future uses of energy. A turn-of-the century kitchen is home base for the RSVP volunteers as they tell the children how energy was used in the "good old days."

RSVP volunteers have been actively involved with treatment, counseling, and rehabilitation programs for alcoholics and drug abusers, as well as their families. Their activities include preventive education and information dissemination.

- *The RSVP of West Palm Beach County, Florida,* has 15 volunteers working at the Lantana Correctional Institute. The volunteers work with inmates ranging in

age from 24 to 30, who have been incarcerated because of drug abuse offenses. Just prior to the inmates release from Lantana, the RSVP volunteers work with the inmates' by counseling them, providing advice on financial matters and how to apply for a job, teaching carpentry and other trades, tutoring some of them for the GED exam, and by generally trying to make their return to the community easier.

- *The RSVP of Lauderdale County in Florence, Alabama,* has ten RSVP volunteers working with Alcoholics Anonymous through the Department of Mental Health. These volunteers contribute many hours of support and counseling on a one to one basis, with one volunteer so dedicated he is on call 24 hours a day.

- *In Kennewick, Washington, the RSVP of Benton-Franklin Counties* works with young first offenders who have been cited for drunk driving. The Juvenile Court refers these offenders to RSVP, where they assist low-income RSVP volunteers in a variety of tasks, such as yard-work, painting, washing windows, etc. Some of the youths are assigned through RSVP to non-profit agencies that deliver services to senior citizens, such as meals on wheels. The inter-generational interaction is thus beneficial to both the young and old. The program has been in existence for three years, with more than 100 youngsters a year assigned to RSVP.

Crime is a major concern for many of our nation's elderly. This year, RSVP began a service which will enable elderly people to better deal with acts of crime.

- The elderly and the disabled in the Albany and Berkeley areas of northern California are literally "blowing the whistle" on crime by participating in a special crime prevention program called "Whistlestop." The program, sponsored by the Albany-Berkeley, California, RSVP, began in January 1979. Anyone can participate by purchasing a "WhistlePak" which contains a whistle, chain and a decal which is placed on the window of the participant's home. At the sign of trouble, the person blows the whistle, which can be heard for several blocks outdoors. When blown indoors, it can be heard outside, even if windows and doors of the home are closed. Community residents can buy WhistlePaks at the local Chamber of Commerce, senior centers and through RSVP. Whistlestop is now part of a larger crime prevention program in which two RSVP volunteers give demonstrations to seniors on how to avoid physical attacks and how to respond if attacked. The program also has the backing of the local police department. Whistlestop has been incorporated into an 18-month CETA program coordinated by the Berkeley City Police Department. RSVP volunteers are matched with CETA employees as part of a traveling team which visits local senior centers and teaches the elderly about crime prevention.

And at the other end of the crime spectrum, RSVP volunteers have been participating in programs geared to help juvenile offenders with the complexities of the legal process.

- RSVP of Baltimore has been selected as one of ten finalists in the 1979 Maryland Volunteer Activist Awards Program. Cited for exemplary service was RSVP's waiting room program, a demonstration effort begun last summer, which places RSVP volunteers in the waiting room of the Baltimore City Juvenile Court. The volunteers explain court procedures to clients and witnesses entering the court room, answer questions about the court's agenda for the day, and provide comfort and reassurance to the juveniles awaiting trial. Juvenile Court Administrator James Benton, who started the program from the

start, is enthusiastic about what he has seen. "These people are doing a great job in a difficult situation," he explained. "They have brought a feeling of organization to the waiting room. Clients seem more comfortable and the number of procedural questions that used to flood the clerk's office has diminished greatly."

RSVP has also been extremely active in working with the mentally handicapped and emotionally distressed. A new thrust in this regard is to involve senior citizens in the process of promoting independent living:

- The Helping Hands School of Salem, Arkansas, provides an educational and training program for the developmentally disabled. The project serves a four-county rural area in the Ozark Mountains of northern Arkansas. A total of 75 RSVP volunteers have been recruited to work with students ranging in age from two to 43. In general, the students are multiple-handicapped—with disabilities including cerebral palsy, epilepsy, hyperkinesis, perceptual disorders and severe learning disabilities. The school's educational program is built on individual training plans that stimulate academic growth, social interaction, and health related skills. Since the program is not residential, it serves as an alternative to institutionalization by allowing students to live at home.
- In an RSVP project in Warwick, Rhode Island, there are approximately 45 volunteers working with emotionally disturbed clients in various ways through the Statewide Mental Health Association. For example, patients who have been released from state and private mental health facilities are referred to RSVP for placements as volunteers, where support is provided by RSVP staff and other RSVP volunteers. The RSVP volunteers provide informal counseling on community resources such as housing for the elderly and handicapped, meals, food stamps, leisure activities, and transportation. Emphasis is given to renewing skills and providing social contact.

  This RSVP project also conducts volunteer/patient workshops emphasizing basic daily living skills in community settings. Patients are from the Rehabilitation Unit of the Institute of Mental Health, and are chosen to participate according to their potential to leave the Institute of Mental Health and live in a community setting. RSVP volunteers, who are assigned on a one-to-one basis to patients about to be released from the institution, continue their relationships after the patients return to community living. The volunteers participate with the ex-patients in leisure time activities, visit with them in their homes, and participate with them in Title VII meals and activities.

Fixed Income Consumer Counseling (FICC)

There are millions of Americans living on fixed incomes, including the elderly, the handicapped, and the disabled. More than any other group, people on fixed incomes increasingly feel the pressures of inflation, the soaring costs of energy, and the high price of health care. To meet the needs of people on fixed incomes, RSVP has developed a series of Fixed Income Consumer Counseling projects to demonstrate that older Americans can serve effectively in every phase of program implementation. The first FICC demonstration project was started by ACTION in Denver in 1975.

RSVP/FICC projects provide counseling on a broad range of consumer-related issues, such as health, energy, food, and budget shopping. A great deal of information is also disseminated through "FICC Fact Sheets," which describe, in straightforward terms, a variety of practical tips for people on fixed incomes. One Fact Sheet, for example, called "Supplementing Your Medical Coverage," explains what medicare covers, the nature of supplemental insurance, and the importance of "looking before buying" insurance. Another Fact Sheet, "Low Cost Simple Recipes for One Person," lists a number of nutritious meals that can be prepared with inexpensive and readily available ingredients. Other Fact Sheets describe how to plan a budget, thrifty shopping tips, prescription drugs, and various consumer-related hazards to the elderly, such as flammable clothing and bathtub accidents.

RSVP Assistance to Indo-Chinese Refugees

RSVP volunteers have become increasingly involved in assisting Indo-Chinese refugees as they resettle in American communities. With the respect Asian people have for age, the RSVP volunteer is a natural and welcome aid to the refugee family. Some of the activities RSVP volunteers have engaged in regarding the refugees are:

- Assisting refugees through the private voluntary organizations responsible for their resettlement. This entails helping to locate housing, employment, and other essentials, and helping with English language training.
- Identifying special adjustment problems of the refugees, and planning projects to alleviate these problems (e.g., establishing a language bank to deal with the extreme language barrier).
- Fostering a better understanding between the community and the refugees, an essential activity that can help prevent misunderstandings and conflicts.

THE FOSTER GRANDPARENT PROGRAM (FGP)

The Foster Grandparent Program (FGP) provides opportunities for low-income persons, 60 years of age and older, to offer supportive person-to-person volunteer services in health, education, welfare, and related fields to children with special needs. The program was originally developed as a cooperative effort between the Office of Economic Opportunity and the Department of Health, Education, and Welfare (Administration on Aging). It was given a legislative basis in 1969 under the Older Americans Act of 1965, and was transferred to ACTION in 1971.

The Foster Grandparent Program is designed to meet the needs of two groups: the low-income aging and children with physical, mental, social or emotional health needs. The program enables older persons to maintain a sense of personal growth and self-worth, to enrich their social contacts and to retain physical and mental alertness. Foster Grandparents do not displace salaried staff but complement staff care to special children with the love and personal concern essential to their well-being.

ACTION grants to support the operation of Foster Grandparent Programs are awarded to public or private non-profit agencies and organizations. The volunteers serve in institutions for the mentally retarded, correctional facilities, pediatric wards of general hospitals, schools, day care centers, private homes, and institutions for physically handicapped, emotionally disturbed, and dependent and neglected children.

The Foster Grandparent Program has provided many insights into the potential utilization of the elderly in community settings by demonstrating that older persons have the talent, skills, experience, and desire to serve their communities. Since the Foster Grandparent Program is administered by local agencies responsible for recruitment, selection and placement of Foster Grandparents within the community, community relations difficulties have been virtually non-existent. The main problem experienced has been the ever

increasing demand for additional Foster Grandparents to serve within the community.

SERVING IN FGP

Foster Grandparents served twenty hours per week and received a stipend for their service amounting to $1,670 in FY 1979. They are also reimbursed for or provided with transportation between their homes and volunteer stations and, where possible, are provided a nutritious meal daily. In addition, they are covered by accident insurance, and receive annual physical examinations. The stipend and services are provided to enable these low-income people to volunteer at no cost to themselves. An orientation and in-service training program is provided and, through the professional staff of each program, Foster Grandparents receive counseling on personal matters, and information and referral services.

GROWTH OF THE PROGRAM

When the program came to ACTION in 1971, there were 4,000 Foster Grandparents serving on 67 projects. Since that time, FGP has grown considerably in size and scope; in FY 79, there were more than 16,000 FGP volunteers participating in 198 federally-funded projects. An additional 1,000 Foster Grandparent volunteers serve in non-ACTION funded projects financed largely by state appropriations. A third of the enrolled Foster Grandparents are minorities, reflecting the concerted effort to work with local and state agencies to develop projects in areas of high minority populations.

A NEW FOCUS

During FY 79, FGP placed particular emphasis on three project areas: child abuse, youth offenders, and independent living. By the end of the year, 22 projects had received increased funding to explore these program emphases. The following projects demonstrate FGP's recent efforts in this regard:

Child Abuse

- *Portland Neighborhood FGP, Portland, Maine.* The focus of this ten volunteer component is on child abuse prevention and treatment. Foster Grandparents serve with single parent families and stress a companion-to-parent relationship with the female parents who are 23 to 32 years of age. In helping the children re-establish a trusting relationship with an adult, the volunteers also model constructive parent roles for the single parents. Four Foster Grandparents serve in the home, while six are in outside settings.
- *FGP of Metropolitan Family Service, Portland, Oregon.* This project component addresses child abuse by placing Foster Grandparents with cases of suspected neglect, reported neglect and abuse, and voluntary and involuntary rehabilitation. Resources are directed toward helping the family stay intact and assisting child support where it is lacking. Five Foster Grandparents deal with suspected neglect by role modeling for the child as well as the adult. Five Foster Grandparents are placed with children living in institutions whose families are receiving counseling services because serious abuse and neglect are present, and care is minimal in the home. In cases of voluntary and involuntary rehabilitation, the Foster Grandparents try to reestablish a trusting relationship between children and adults.

Youth Offenders

- *FGP of Nassau County, Hempstead, New York.* In an attempt to prevent further institutionalization of troubled youth, the Foster Grandparents serving with the Roosevelt Criminal Justice Program are a liaison between youth offenders, the community, and the criminal justice system. The FGP has created a community effort to help the youth re-enter society. Probation officers, detectives, a youth defense counselor, the dean of a high school and parents, plus six Foster Grandparents are working together to help the troubled youth. Extensive training has been given to help the Foster Grandparents better understand the troubled youth. Other communities are requesting assistance to model their programs after the Roosevelt Criminal Justice Program.
- *FGP of Catholic Charities Agency, Kansas City, Kansas.* Foster Grandparents serve in the special services division of juvenile court where they meet with the child and the whole family in a counseling session. Foster Grandparents also help children in detention homes who are waiting for a court hearing or decision. Most of the youth go on to foster homes or other institutions. During their temporary stays in detention homes, the Foster Grandparents offer regular and consistent support. Many of the youth return later to thank their Grandparents. An alternative junior high school provides the third setting for Foster Grandparents to help rehabilitate the troubled youth so that they can return to the public school system.

Independent Living

- *FGP of Laurel-Jones County, Ellisville, Mississippi.* An unusual aspect of the Ellisville program is that four of the ten Foster Grandparents are moderately retarded residents at the Ellisville State School. In promoting independent living, twenty severely retarded and trainable retarded children are provided emotional, social, and educational support through a structured classroom setting. All of the higher functioning children are ambulatory and, to some extent, verbal. On Thursday nights the six Foster Grandparents living outside the State School take a child home for an overnight. This phase of the project helps the children acquire more of the skills needed to live in a community-based setting. Structured field trips also familiarize the children with life outside an institution. The only problem with the program is that the Foster Grandparents complain that they don't have enough time with the children. The Foster Grandparents in this program have all had three to five years' previous experience with children at the institution, which makes them familiar with and better equipped to help in the transitional stages of achieving independent living.
- *FGP of Kent County, Grand Rapids, Michigan.* Independent living is the major goal of this rural/urban project. At the Lincoln School for the Mentally Impaired and Handicapped, and the Lincoln Developmental Center, 11 Foster Grandparents work towards the ultimate goal of helping their children achieve the

ability to cope with everyday life in the community. Through the Grand Rapids Public Schools, Foster Grandparents serve with children from Head Start up through fourth grade, who have behavioral and emotional problems. Some of these children have been identified as potential youth offenders. Service with the mentally retarded also ranges from the severely retarded who live in a dorm setting at Pine Rest Hospital, to the educable retarded in structured classroom settings at Climbing Tree or Sheldon Annex. The Foster Grandparents share a special interest in their monthly in-service training programs which help keep them abreast of community action. Popular topics include: crime prevention, crisis intervention, and the community referral system.

COLLABORATIVE EFFORTS

During FY 79, FGP augmented two projects to work in coordination with the Bureau of Education for the Handicapped demonstration program for exceptional children and their families. The purpose of this effort is to: demonstrate how Foster Grandparents can make the service delivery provided in the BEH program more humane as well as more efficient; to create through efforts of Foster Grandparents improved public awareness of available community outreach and the availability of information and assistance for children having exceptional needs; and to advocate for such children and their families external service delivery from schools to social service organizations.

THE SENIOR COMPANION PROGRAM (SCP)

The Senior Companion Program (SCP), authorized by Congress in October 1973, is modeled, in part, on the Foster Grandparent Program. SCP expands the concept of supportive, person-to-person service by offering low-income older Americans the opportunity to assist other elderly people who have physical and mental health impairments to maintain or resume independent living. The program is targeted at persons 55 and older who are in danger of inappropriate institutionalization: the frail elderly population, defined as 75 years of age and older; but more specifically elderly people who are moderately and generally impaired, and need assistance to perform the activities of daily living; and people living outside of long-term or chronic care institutions, or with the diagnosed potential ability to leave such settings.

Senior Companion service is multifaceted in that it encompasses many aspects of the visitee's life. The presence of a Senior Companion can help prevent malnutrition, mental disorientation, and imbalances resulting from social isolation. Senior Companions are sometimes able to monitor and detect changes in mental and physical status, and assist the visitee in the basic activities of daily living.

The Senior Companion Program also helps to humanize our health care and social service delivery systems. For Senior Companions not only provide peer support, encouragement, reality orientation, and outside contact; but also serve as personal advocates for clients. Moreover, Senior Companions fill the vital role of the "significant other" when family and friends are absent or relationships strained.

SERVING IN SCP

Senior Companions spend approximately twenty hours per week visiting their clients. In addition to receiving a daily hot meal, medical insurance, a yearly physical exam, and transportation allowances, the SCP volunteers were given an annual tax-free stipend of $1,670 in FY 1979. The stipend and services are provided to enable these low-income people to volunteer at no cost to themselves. Senior Companions participate in forty hours of initial training and orientation which is supplemented by monthly training sessions.

EFFICACY OF THE SENIOR COMPANION CONCEPT

SCP has demonstrated that many elderly people need not be institutionalized if minimal care—the kind once provided by extended families—can be regularly given by an outside source. And studies have shown that for those elderly people who must be hospitalized, the presence of a Senior Companion can significantly reduce the length of a hospital stay. The success of Senior Companions often results from their ability to deal with complex behavioral and attitudinal situations, as shown by the following cases:

- Bessie, a Senior Companion in Indianapolis, served a client who was released from an acute care hospital where she was treated for emphysema. When the Senior Companion would go into the apartment, the client would be in bed and just turn her back. The Senior Companion first coaxed the client to get up and eat. When that effort failed, she got the client to argue with her, which led the client out of bed and to the table. Eventually, she was able to persuade the client to visit a nutrition site with her. The Senior Companion's services are no longer needed and she has been reassigned, but the Senior Companion and the client are still friends.

- Also in Indianapolis, a Senior Companion was assigned to a 98-year-old man who suffered from a heart condition and a badly swollen leg, and refused to eat. The Senior Companion prepared his meals, and eventually persuaded him to start eating and doing things around the house. As a result, he now mows his grass and has even been able to work on his roof.

INDEPENDENT LIVING

During FY 79, funds were awarded to six existing Senior Companion projects to expand and further demonstrate the valuable service Senior Companions can contribute to promoting independent living and community mental health efforts. The demonstration components will place Senior Companions in patient release programs in acute care hospitals, community mental health facilities, and with hospice care teams:

- Senior Companion projects in Indianapolis, Indiana; Scranton, Pennsylvania; Edinburg, Texas; and Yakima, Washington; will recruit Senior Companions to serve in acute care hospitals. Volunteers will be assigned to older persons who are to be released within one month and need the support of a Senior Companion to return to their homes. Assignment activities will include household management, coordination of needed services with community health and social service agencies, and advocacy for the personal needs of the clients. Senior Companions will be reassigned to the acute care hospital as soon as the volunteer stations determine the clients no longer need the services of a Senior Companion. Through Senior Companions' assistance, older people will be able to return to their homes earlier than they would without support. And some elderly people will be able to go home instead of being placed in an intermediate care facility.

- The Miami, Florida, Senior Companion Program will have a mental health patient release component. Recruitment of current mental health service recipients as Senior Companions will be given high priority. Through the volunteer station, Fellowship House, Senior Companions will help older persons who are mentally disabled to adjust to community living, develop necessary skills to live independently, and receive ongoing socialization and support. Senior Companion assignments will include: serving patients in the state hospital prior to and in preparation for discharge; accompanying patients to Fellowship House to establish friendships prior to moving into the community; helping them settle in the community residence; linking them to community services; and encouraging them to remain in Fellowship House programs. Senior Companions will also serve older persons who have been released to boarding homes where they have become isolated

and withdrawn. Clients will be encouraged to participate in the Fellowship House programs.

- A hospice care component has been added to the Senior Companion Program in Columbus, Ohio. Senior Companions will be integrated into hospice home care teams under the supervision of the Hospice of Columbus. Older persons diagnosed as terminally ill will be able to die in the familiar surroundings of their homes with the emotional and social support of the hospice care team. Senior Companion activities will be in the written care plan prepared by a licensed physician. Senior Companions will also provide support to the clients' families during the course of the illness. Senior Companions participating in hospice care teams will be carefully screened and trained. During the assignment, they will be monitored closely and interviewed frequently to determine their ability to continue with the placement.

SHARING INFORMATION WITH OTHERS

During FY 79, SCP staff participated in the following national conferences, task forces, and special assignments:

- *National Institute of Mental Health Community Support Program Conference.* SCP staff coordinated a panel on ACTION's programs that address the needs of emotionally disabled adults, primarily older persons. SCP has developed an on-going relationship with this program. One of the SCP demonstration volunteer station components, Fellowship House, Miami, Florida, is partially funded by NIMH-SCP.
- *Second Annual National Hospice Organization Conference.* Three Senior Companion project directors and ACTION headquarters, and state staff attended these sessions. Conference proceedings will be used as an information source for developing a volunteer hospice care technical assistance manual.
- *Federal Council on Aging Long-Term Care Task Force.* SCP represented ACTION at a series of meetings with other federal agencies to develop a coordinated approach to long-term care programs. The task force has served as a resource to the council staff, and plans on issuing a policy paper.
- *National Association of Social Workers Long Term Care Study Committee.* Three of the SCP staff have participated in monthly meetings sponsored by the study committee. This has been a rich source of both information and contacts.
- SCP staff took part in a technical assistance visit to Albany, New York, to participate in an orientation program for representatives of the New York State Office of Mental Retardation and Developmental Disabilities. The state of New York asked for SCP assistance in deciding how to best develop a $300,000 SCP program for 175 Companions.

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VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

There are still nearly 30 million low-income people in America who suffer from social and economic injustices. VISTA volunteers are a unique resource for helping these people to have a greater role in the democratic decisions that are made in their communities, counties, cities, and country.

Margery Tabankin, Director of VISTA

VISTA is a national volunteer program that helps the poor in America to achieve a measure of self-sufficiency through participation in the democratic process and the use of available resources. VISTA volunteers work under the direction of local, non-profit sponsors for a period of one year, and live within the communities they serve. The volunteers receive subsistence expenses, the FY 79 national average of which was $317 per month—just enough to live at a standard of living commensurate with the surrounding community. In addition, VISTA volunteers received a modest stipend at the end of their service. The stipend, which amounted to $75 per month, was not a payment for service; rather, the funds are intended to support the volunteer while he or she makes a transition to permanent employment or further education.

VISTA was established under the Economic Opportunity Act of 1964. The program was conceived as part of President Lyndon Johnson's multi-faceted War on Poverty, a broad-sweeping

effort aimed at ". . . opening to everyone the opportunity to work, and the opportunity to live in decency and dignity. . . ." In 1971, VISTA was transferred to ACTION, by Reorganization plan No. 1 of the same year.

VISTA has undergone a substantial transformation in growth and scope since the first handful of volunteers set forth 15 years ago in the grimy urban slums and impoverished rural backwoods of America. From a new program struggling to achieve an identity within the Office of Economic Opportunity, VISTA developed a unique character that has imprinted an indelible mark on the fabric of America's anti-poverty efforts. For the past decade-and-a-half, VISTA has consistently demonstrated the ability to give our country's poor the confidence needed to band together and define their shared problems, seek appropriate and constructive solutions, and positively focus their collective energies.

This participatory process embodies an effective solution to the old problem of isolation that historically kept poor people from breaking the bonds of dependency and taking part in the making of decisions that ultimately determine the quality of life in a given community. During FY 79, VISTA showed an increasingly strong commitment to supporting citizen participation in projects with a community-wide focus, and encouraging more active involvement of the poor in the planning and design of projects sponsored in their communities.

FOCUSING ON THE POOR

During FY 79, 4,016 VISTA volunteers served with 695 sponsors, and reached some 1,250,000 poor people in America. And, in addition to serving or assuring benefits to the poor, VISTA continued with a concerted effort to include poor people in all aspects of the projects initiated within their communities. This effort is clearly reflected in the FY 79 sponsor criteria, which states that:

> Low-income people should participate in making the decisions that determine the kinds of services offered in their neighborhoods; for example, the education received by their children, the location and kinds of health care facilities, the location of highways and other public improvements, the amount and form of assistance offered, the kind and location of housing developed as well as many other decisions that are too often made for the poor by the rest of us.

In keeping with this attempt to give the poor a greater chance to participate in the decision-making process, VISTA has given priority to grassroots sponsors, which are organized by some of the low-income people the projects are designed to serve.

VISTA VOLUNTEER PROFILE

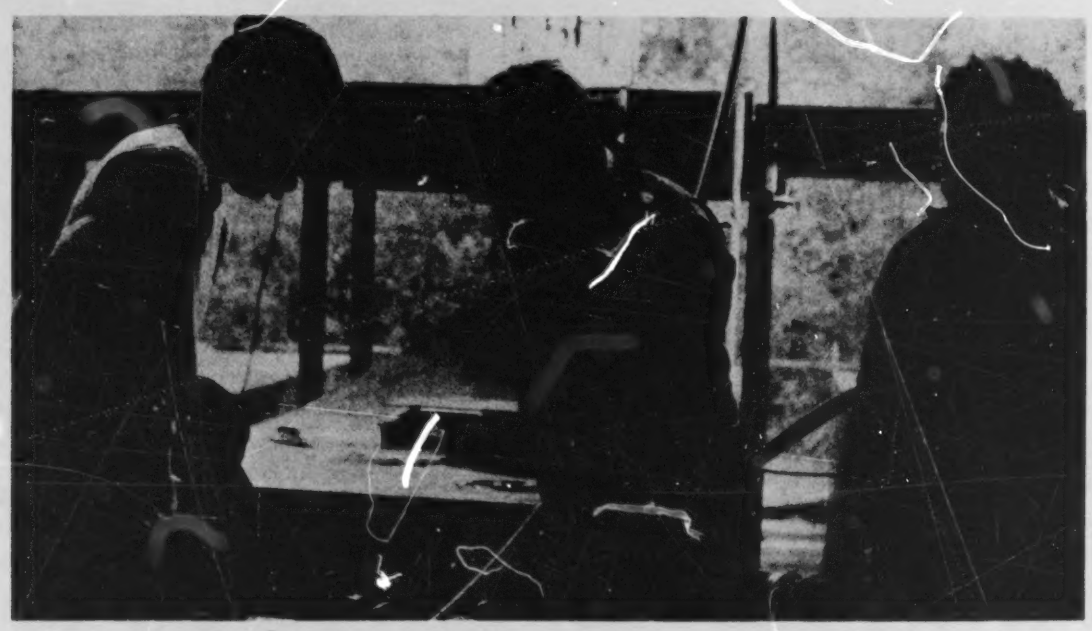
Since the early seventies, when VISTA was approximately 60 percent nationally recruited volunteers (NRVs), there has been a steady increase in the percentage of locally recruited volunteers (LRVs). In FY 79, the NRV/LRV ratio has completely reversed, with LRV's now comprising approximately 70 percent of the volunteer force. Of these LRVs, 40 percent are actually low-income, locally recruited volunteers (LILRV's). Minorities represent 30 percent of VISTA's volunteer force: 21 percent are Black, 5 percent Hispanic, 2 percent Asian, and 2 percent American Indian.

SUPPORT AND TRAINING

During FY 79, over 80 percent of the funds appropriated by Congress went directly towards the personal support of volunteers in the field. Some 7 percent was required to support the cost of volunteer supervision and on-the-job transportation. The balance was used to cover all other support and training costs.

PROJECT AREAS

During FY 79, VISTA actively pursued projects in all eight ACTION categories of Basic Human Needs. Community service projects, which represent the largest concentration of VISTA volunteers this year (38%), most frequently entailed: citizen participation, senior citizen



advocacy, comprehensive social service delivery, and public assistance/advocacy. The following projects illustrate how VISTA addressed these various aspects of community services:

- *Telespond, Inc., Senior Citizen and Advocacy Program, Scranton, Pennsylvania.* Telespond provides education and advocacy for 20,000 to 30,000 senior citizens on a community and individual basis. This program is countywide, reaching the elderly by phone, home visits, newsletter, and radio. Locally-recruited senior citizen volunteers participate in the program. VISTA volunteers working with Telespond develop and establish portable workshops and seminars on concerns of the elderly, publicize the programs, provide information and entertainment programs, promote self-help seminars, develop newsletters and friendly visiting programs, and conduct conferences on issues relating to the rights of senior citizens.

Volunteers working with Telespond generated approximately $100,000 to $150,000 from various sources, and helped establish a 15-minute weekly radio program for the elderly that informs them of relevant issues and available resources. With the help of VISTA volunteers, the Senior Citizen Advocacy Council is rapidly becoming the voice of the elderly in the community.

- *Kootenai Family YMCA, Coeur d'Alene, Idaho.* Two VISTA volunteers work with this project, one located in Coeur d'Alene, and one in nearby Kellogg. The overall goal of the VISTA project is to reduce juvenile delinquency among boys 11 to 15 years of age, by letting them earn the right to use a minibike through good behavior. Both volunteers have been successful in generating considerable resources for their project and communities, and have opened new channels of communication among youth, parents and juvenile authorities. The VISTA in Coeur d'Alene has developed two new juvenile employment programs, and there are plans to expand this initiative into an adult outing club, a youth-adult counseling program, and a revived Big Brothers program. The volunteer in Kellogg has been instrumental in helping the YMCA reach more young people and serve as a focal point of recreation in the area.

- *Atlantis Community, Inc., Denver, Colorado.* Atlantis Community is an organization which assists the disabled in achieving independent living. Some of the volunteers are developing a home skills training program which helps disabled people acquire marketable skills. Others are establishing an advocacy program dealing with the rights of disabled people, and the kinds of services and benefits available to them. The VISTAs have assisted the sponsor in grant-writing and, in one successful funding effort, the organization has recently received a grant to establish a second facility that will double the client capacity for Atlantis. The sponsor, with the assistance of the volunteers has succeeded in raising the public's awareness of the need for public transportation suited to the handicapped.

- *Franklin County Welfare Rights Organization, Columbus, Ohio.* Currently, there are 10 VISTA volunteers involved with welfare rights organizing in four neighborhoods in the Columbus area. They have secured office space and telephones in these neighborhoods from organizations such as Community Action Programs and county boards. The governing board of each of the welfare rights organizations are all current or former welfare recipients. The VISTAs give assistance to potential and current recipients who have problems with the welfare system. They also recruit and train welfare recipients to advocate on their own behalf. This entails training in welfare law and community organization techniques. Volunteers provide and promote community awareness of welfare issues conducting monthly workshops that are open to the public. The VISTAs also travel throughout the state, conducting workshops on how to start welfare rights organizations.

In FY 79, 15 percent of the volunteers were involved with housing projects, which entailed tenant/landlord relations, housing rehabilitation, construction, and citizen participation. For example:

- *The Architects Community Design Center, Newark, New Jersey.* The center, with the help of VISTA volunteers, is working on rehabilitating housing in the Newark area. The volunteers gather information and perform research for licensed architects, some of whom are involved with redesigning a large automobile salesroom into a day care center for children. VISTAs are working on assessing the needs of the

community, as well as publicity for the project on television and radio.

The center appears to be meeting the goals in the Roseville area of Newark, which is heavily populated by Hispanics and Blacks. The VISTA volunteers have generated financial support from The New York Community Trust ($28,000), a planning grant from the Schuman Foundation ($10,000), the Presbytery ($3,235), the Victoria Foundation ($15,000), and Hoffman LaRoche ($25,000).

During FY 79, economic development/income projects (7 percent of the volunteers) included job development and placement, consumer co-ops, buying clubs, marketing cooperatives, public assistance and advocacy. For example:

- *Sea Island Small Farmers' Cooperative, Ravenel, South Carolina.* This organization is a marketing co-op for small farmers. The main goals of the project are to increase productivity and the size of local farms, and to expand the co-op membership. As a result of the work of the VISTA volunteers on the project, both goals are being met. Through the persistence and endurance of the volunteers in marketing the farmers' produce, the co-op has been able to assure farmers of being able to sell their crops. This assurance and success in marketing added to the efforts of the volunteers in explaining the workings of the co-op to the farmers, and has led to a 35 percent increase in membership.

  Many of these farmers have now increased the size of their farms, since they feel more secure in being able to market their produce. Also, all of the farmers have been able to increase productivity as a result of improved techniques that the volunteers have taught them, along with the sharing of equipment among farms that was suggested and initiated by the VISTAs.

Knowledge/skills projects involved 17 percent of the volunteers in FY 79. The most frequent types of projects in this category dealt with tutoring and remedial education, as illustrated by the following adult literacy project:

- *Literacy Volunteers of America, New York City.* This project focuses on the complex problem of adult literacy and the very low-income family. The program has proved to be effective in the incorporation of the community-at-large in the alleviation of this problem. Each VISTA volunteer working with the project has one or two clients whom they tutor two hours per week. In addition, volunteers pre-test all students to assess their initial level and subsequent progress. Then, they match students to tutors, observing and critiquing other tutors and students.

VISTA health projects (7 percent of the volunteers) focused primarily on nutrition and health education. For example:

- *Black Belt Community Health Center, Epes, Alabama.* In Greene County, Alabama, there is only one health professional working to alleviate the suffering of the sick and injured. That person is a registered nurse from Grand Rapids, Michigan, serving as a VISTA volunteer at the Black Belt Center. Her duties include performing health services, and instructing the local people in health outreach, women's, infants' and children's (WIC) advocacy, and mid-wifery.

  Another VISTA volunteer, a nutritionist, works with the Center's WIC program, the federal nutrition program for low-income expectant mothers and their children. These residents receive medical screening, nutrition counseling, and vouchers for supplemental food redeemable at local stores.

While only 4 percent of the VISTA volunteers were involved with energy/conservation

during FY 79, the subject is a growing concern for the poor, and accordingly for VISTA. VISTA energy projects have been concerned with reducing energy costs through simple low-cost/no-cost measures, utility rate monitoring, and alternative energy systems. For example:

- *Opportunities, Inc., Great Falls, Montana.* The thrust of this urban project is to educate the low-income community on the matter of home energy conservation in terms of heating and lighting. VISTA's are also attempting to organize and educate the poor about utility companies and how the low-income community might deal with high rates. Soon after arriving on board, the five volunteers assigned to the project organized 200 low-income people who have committed themselves to work towards the project goals. This organization has taken place both within metropolitan Great Falls and outlying rural areas.
- *Coalition for Consumer Justice, Central*

Falls, Rhode Island. VISTAs working with the coalition are forming consumer groups of low- and fixed-income people, with an emphasis on senior citizens and the handicapped. These groups are involved with the monitoring of utility rates, providing alternative energy choices, and reducing utility shut-offs.

Other FY 79 VISTA projects included the category of legal rights (10 percent of the volunteers), which entailed public legal education and comprehensive legal services, and the food/water category (2 percent of the volunteers), concerned with farm management and other agricultural issues.

NATIONAL GRANTS

In late 1977, VISTA established a national grants program to enhance its ability to include the poor in the decision-making process. The initial purpose of the grants program was to demonstrate that VISTA's new program criteria do indeed afford poor people such participatory opportunities. The grants were also designed to demonstrate the efficacy of new training techniques, new techniques for assigning volunteers to hard-to-reach sponsors, and the administrative efficiency of providing a single, simplified application process to national, non-profit sponsors with multiple grassroots projects that cross federal domestic regional lines, but nevertheless have a common program thrust.

In FY 78, the focus of the national grants program shifted from demonstrating VISTA's program criteria to an emphasis on programming for national impact on specific areas of need, such as nursing home reform and Indian-controlled education, and on specific populations that VISTA previously had difficulty in reaching, such as migrants and American Indians. In early FY 79, VISTA announced a competitive process through which all new national grants will be awarded. Evaluation criteria also stressed programmatic focus and linkage among potential grantee project components.

Of funds available for VISTA grants, 10 percent was applied to national grants in FY 79 (6 percent was applied to state/regional grants). Grant awards provide no overhead support to the grantee; that is they only support the cost directly attributable to grants operation, such as supervision, recruitment, payroll, and travel. One third of all national grants have been awarded to minority organizations, and 49 percent of the grant volunteers are assigned to rural projects, compared with 39 percent of the standard volunteers.

There are currently 10 national grantees, which encompass 175 component projects and some 400 VISTA volunteers. Two of the ten current national grantees are:

- *The National Association of Farmworker Organizations.* This project has been instrumental in bringing back the concept of community organizing around social service issues in the farmworker community. Through farmworker organizations and enhanced participation of farmworkers in existing community organizations, farmworkers find out how their abilities affect their own lives outside the workplace. These effort have reduced their dependency on social services which they are taught to approach as participant owners rather than dependent clients. Volunteers of this project have been involved in food/nutrition, education, energy, and other social service programs.
- *National Citizens' Coalition for Nursing Home Reform.* This national organization was formed in 1975 to improve the conditions in nursing homes at the local and state levels. The coalition is composed of 32 member groups and 40 individual affiliates. The goal of the national VISTA project is to strengthen and enhance the capabilities of the coalition's member groups. This growth at the local/state level should lead to an increased national effort to change the nursing home system so that it works for the benefit of individual nursing home residents and the public-at-large. Specifically, the coalition is seeking to change a number of conditions that residents of nursing homes face, including: physical and mental abuse; lack of essential social, legal, health, and rehabilitation services; unsanitary and unsafe conditions; and a regulatory system which is complicated and inadequate.

THE NATIONAL CENTER FOR SERVICE-LEARNING (NCSL)

Traditionally, the educational process in America has taken place in isolation from the realm of experience. Experiential learning programs bridge this gap by providing off-campus settings in which students can directly encounter the realities of the materials taught in the classroom. One model of experiential education, service-learning, affords students an opportunity to actively participate in volunteer programs which address the problems of local communities. As such, service-learning is an excellent means for involving a large population of students in the nation's anti-poverty efforts—a fact that was evident to the Office of Economic Opportunity

VISTA STATISTICS

	Percent of Volunteers 1979
Sex: Female	70%
Male	30%
Age: 18–27	47%
28–35	19%
36–59	21%
60 or over	13%
Ethnic Background:	
American Indian	2%
Asian/Pacific Islander	2%
Black (not of Hispanic origin)	21%
White	70%
Hispanic/Spanish	5%

PERCENT OF VOLUNTEERS SERVING EACH BASIC HUMAN NEED 1979

Health/Nutrition	7%
Food/Water	2%
Knowledge/Skills	17%
Economic Development	7%
Housing	15%
Energy/Conservation	4%
Community Services	38%
Legal Rights	10%

BUDGET

Grants	3,951,000
Volunteer Support	18,502,000
Project Support	1,759,000
Training	1,418,000
Total VISTA Budget	$25,630,000

TYPES OF SPONSORING AGENCIES

Community Service Organization	27%
Community Action Agency	19%
State, Local, County Government	7%
Legal Aid Organization	7%
Grassroots Organization*	21%
Other, e.g., church, educational institution	19%

* NOTE: A grassroots organization is a group whose policies and direction are determined by the members of the community being served by the project.

in 1969, when it created the National Student Volunteer Program (NSVP). The NSVP was designed to serve as an information clearinghouse and source of free technical assistance for high schools and colleges interested in developing service-learning programs.

In June 1979, the NSVP was renamed the National Center for Service-Learning (NCSL). The center now manages the University Year for ACTION (UYA) program, and provides support and assistance to thousands of independent, locally-managed service-learning programs throughout the country. The programs offer students a variety of poverty-oriented placements, some of which are associated with academic courses in fields such as social work, psychology, and the health sciences. Other placements reflect extracurricular interests, unrelated to formal studies. Certain programs grant students academic credit for their volunteer activities.

A survey conducted during the 1978-1979 school year shows there are more than 320,000 high school students involved in academically-related community services projects. This figure represents 15 percent of all high schools in the country (In addition, these are hundreds of thousands of high school students working in extracurricular service projects, such as Hi-Y, Scouts, Civitan Clubs, etc.). Another study indicated that over 400,000 college students were active in student volunteer programs, thus bringing the total number of students involved in service-learning programs to nearly three-quarters of a million.

Student placements in service-learning programs are as varied as the needs of their local communities, and include consumer education/protection projects, tutoring, home winterization for the elderly, recreation programs for inner city youth, English and cultural studies for refugees, and alleviating architectural barriers for the handicapped. For example:

- New York City's DOME Project is an alternative education program for urban "functional dropouts." Of the many different educational approaches that DOME has used, service-learning has proven to be particularly effective. In one project, students have transformed a garbage-strewn lot into a community park complete with a local vegetable garden. The park and garden are a source of pride for the students and residents of the surrounding community.

- Migrant farmworkers in the Geneseo, New York, area can now learn about health, nutrition, budgeting and the securing of services from local agencies through the Migrant Center. The Migrant Center, operated by the State University of New York—Geneseo, is largely staffed by students involved with these service-learning areas. Since the annual family income for migrant farmworkers is approximately $3,000, and the average life expectancy is 49 years-of-age, the students are providing a vitally important service to local migrants.
- High school students at the New Mexico School for the Deaf have built step-stools for the elderly in their area to help in boarding buses. Other service-learning activities at the school include a peer tutoring program and a companionship program for the elderly.
- Clark University students in Worcester, Massachusetts, answer as many as 4,500 energy-related phone calls per month on the toll-free Massachusetts Energy Policy Office hot-line. The students answer questions on solar heating, winterization, insulation, and other matters related to conserving energy and reducing fuel costs. This service-learning project only accepts students who have gone through an extensive training program dealing with energy issues and technology.

INFORMATION & EDUCATION

The NCSL does not control local volunteer efforts or field volunteers; rather, the center provides information on various project areas and program management, as well as on-site consultation for programs with special needs, and research on the rationale underlying experiential learning. A good deal of information is disseminated through the center's tri-annual publication, *Synergist*, a journal for service-learning program managers, which features articles on program management and project ideas. Each issue of *Synergist* is mailed to over 32,000 individuals.

The center also offers a series of skill-oriented training seminars for coordinators of local programs:

- During the 1978-79 academic year, the NCSL trained 240 high school and college educators and community agency personnel in seven training seminars. Four of the seminars focused on building skills in designing and directing service pro-

grams, while the other three helped program coordinators to strengthen the "service" dimensions of their programs.

The NCSL is currently responding monthly to more than 300 individual requests for assistance, 150 of which require specialized technical assistance. The center's response to these requests entails mailing over 1,300 information packets per month and providing more than 150 days worth of direct consultation to program coordinators.

CREATING NETWORKS

The center serves as a nexus linking together service-learning programs, and providing a medium through which ideas can be readily shared:

- In March 1979, the center (still referred to as the NSVP at that time) conducted a major national forum on service-learning. More than 200 educators, students, and community workers from 33 states and 5 countries attended the event.

FOR THE FUTURE: DEMONSTRATIONS

The NCSL is currently conducting a national demonstration study designed to test the extent to which service-learning experiences ameliorate academic and behavioral problems of juvenile offenders. During the next three years of this project, data will be collected on the cognitive skills and affective development of 300 youngsters involved in intensive service-learning experiences, and on an equal number of their peers who are not involved in service-learning.

UNIVERSITY YEAR FOR ACTION

Shortly after ACTION was established in 1971, the agency undertook the development of the University Year for ACTION (UYA) program to enable colleges and universities to grant students academic credit for full-time, year-long volunteer activities in anti-poverty projects. In 1971, many educational institutions regarded UYA as a radical approach, and somewhat of a novelty. The few schools sponsoring service-learning options were doing so as part-time programs, such as independent studies, semester internships, and part-time student volunteer programs. In general, colleges and universities at that time were reluctant to release college sophomores or juniors into the community to learn on their own, without classroom attendance for a full year.

Higher education's opinion of service-learning, however, has changed since the early seventies. Over the years, this educational concept has become more accepted, due mainly to the refinement of the principles and concepts underlying service-learning through practice and application. Experience demonstrated that well-defined service-learning requires the articulation of both the service and the learning goals, with the learning goals designed as much to support the service requirement as they are to enhance the volunteer's personal acquisition of new skills, knowledge, and values.

Since its inception in 1971, more than 10,000 students from approximately 150 colleges and universities have participated in UYA projects that range from planning neighborhood preservation in deteriorated sections of Brooklyn, New York, to running workshops on legal rights for the elderly of Berkeley, California. Today there are 27 standard UYA projects involving 644 volunteers who serve in nine of the ACTION regions. The projects to which volunteers are assigned address the following basic human needs areas: community services, health/nutrition, economic development, housing, knowledge/skills, legal rights, and energy.

- *West Virginia Institute of Technology UYA, Montgomery, West Virginia.* UYA volunteers are working with the Adult Skills Training Center, sponsored by the FMRF Mental Health Council. Originally, the center was very unstructured. Since UYA involvement, the center is now providing a structured educational program that affords clients training in employable skills. For example: some clients have learned to run lawn mowers and provide grass cutting services; some are being trained to do janitorial services and now have contracts with a hospital; and some have been taught crafts and are now selling quilts, toys, etc.

  Two UYA volunteers at the institute were responsible for establishing two rural clinics in Raleigh and Wyoming counties. Another volunteer is developing a statewide committee on food and nutrition. A number of significant groups, such as churches and labor unions, are becoming involved in the organization of the committee.

- *Sante Fe Community College, Gainesville, Florida.* UYA volunteers are working in the areas of alcohol, education, youth involvement, and senior citizens. Two programs—Newbury United for Tutorial Services and People Engaged in Community Action for the Neighborhoods—were set up by community members as self-help projects to work with children 6 to 14 years of age. Volunteers are tutoring, organizing sports' teams and singing groups, teaching youth how to make decisions on their own, and holding neighborhood and community gatherings. The UYA volunteers are also doing individual tutoring in four elementary schools. Some volunteers are in the process of setting up a prevention program, the Corner Drugstore, which will provide assistance to youth.

Developing New UYA Models: Demonstration Grants

In September, 1977, ACTION awarded a contract to the Education Policy Research Institute of Educational Testing Service (ETS) to

conduct a thorough study of UYA and to suggest alternatives for its continued operation. The ETS study concluded that the UYA program model had many interrelated weaknesses and operational problems. To remedy these problem areas, ETS recommended a number of program revisions, including: a period of service conforming to an academic year rather than a 12-month calendar year, policy changes which would allow volunteers to attend classes while on assignments, greater incentives for faculty involvement, and allowances for UYA volunteers commensurate with those given to VISTA volunteers.

In May, 1978, ETS submitted an interim draft report recommending that ACTION consider five alternative UYA program models.

As a result of the ETS study, several existing UYA policies were waived and four demonstration grants were awarded to community-based organizations rather than directly to institutions of higher learning. The purpose of these demonstration projects was to test one of the alternative models for UYA that had been proposed by ETS.

During FY 1979, ACTION chose to fund additional UYA demonstration projects in order to test several other program models and undertake comparative analyses. Demonstration grants were awarded to the University of Colorado-Denver, Saint Edwards University, Massachusetts Institute of Technology, the University of Georgia, and the regents of the University of California-UCLA. In addition to testing additional UYA models, these grants will be used to gather data which will help ACTION document, evaluate, and strengthen the following elements of the UYA program:

- the short-term impact of the service which the full-time student volunteer provides to the low-income community;
- the learning which results from the service experience and how that learning is documented and academically recognized;
- the commitment of the university, staff, faculty, and material resources to the purpose of strengthening and supplementing a community's efforts to solve poverty-related human, social, and environmental problems;
- the integration of the concept of service-learning within traditional university curricula and the continuing involvement of students as volunteers after federal grant funds have ended.

Models funded in FY 1979 include:

- *Single-focus.* A university department of a graduate or under-graduate school may choose to concentrate the full resources of that department on a particular community need.
- *Low-income citizens as UYA volunteers.* Enrolling low-income citizens, who are active in advocating for the rights and needs of their community, as full-time UYA student volunteers in the university or college, and providing them with the appropriate training and academic assistance to be more effective as community members and leaders, as well as making it possible for them to complete a higher education degree after their UYA year has ended.
- *Community Citizen-Participation Organization Building.* UYA volunteers work full-time with local grassroots groups that have organized around an issue or set of issues affecting low-income people in their community. The UYA volunteers assist these low-income groups to develop into self-sustaining organizations that continue to thrive beyond the resolution of the particular issue which brought the individuals together.
- *Interdisciplinary Project.* Students from a wide range of disciplines working as UYA full-time volunteers focusing the creative combination of their skills and resources on a particular community or human need.
- *Target Population.* A project designed to assist such groups as Asian refugees, unemployed/drop-out youth, juvenile offenders, low-income rural citizens, Native and Spanish-speaking Americans, inner-city Black youth and low-income elderly.
- *Infusion of Service-Learning Throughout the Curriculum.* A UYA model which expands a university's commitment to community service by infusing service-learning throughout the curriculum, mobilizing part-time student volunteers, and involving faculty and staff in the effort.

UYA VOLUNTEER PROFILE

Male	35%
Female	65%
Age 18–19	8%
20–21	25%
22–24	30%
25–34	27%
35–44	8%
45–54	1%
55+	1%
Education	
High School Only	2%
Attended Technical School	6%
One-Year College	26%
Two-Year College	32%
Three-Year College	23%
College Graduates	11%

PEACE CORPS

"Peace Corps volunteers are the 'new diplomats.' They live and work in the towns of the developing world, helping the world's poorest people become self-sufficient for their basic human needs. Peace Corps is one of the few ways today in which an individual can make a real difference."

Richard F. Celeste, Director Peace Corps

Close to one quarter of the world's 4 billion people live out their lives in a state of pervasive poverty. Suffering from undernourishment and the victims of insidious infectious diseases, they are denied the opportunity to realize their full human potential. It is to these people that the Peace Corps has dedicated its efforts, for there can be no real peace until the basic, human rights of all people are realized.

For the nearly 20 years that Peace Corps volunteers have been working in developing countries, Peace Corps' priorities and program emphases have been adjusted in accordance with the needs and realities of the Third World. What has remained consistent is the commitment to building self-reliance, not dependency.

The major thrust of the Peace Corps during the sixties was a "people-to-people" approach, one that ran quite counter to the "ugly American" image that was becoming prevalent in certain parts of the world at the time. This entailed sending host countries bright, energetic Americans who were committed to living in adverse conditions and transcending the challenges of communicating in local languages.

When Peace Corps entered the seventies, it shifted to a greater development assistance approach, consistent with the perceptions of changing needs of the Third World. For example, the need for Peace Corps teachers diminished somewhat as Third World countries began raising a generation of young people in their own educational systems, and began training their own teachers. Such changes in the priorities of some host countries accordingly opened the way for new initiatives in Peace Corps programming in other areas of human need.

By the late seventies, the development plans of Third World countries began moving beyond a focus on investments of capital and large infrastructure projects, to an understanding of the importance of food production, primary health care, energy, reforestation, and non-traditional education as essential elements of the development process. Interpreting development in these terms has led to host countries asking for Peace Corps volunteers who can communicate the

necessary skills and expertise at the local level. These requests have become part of a larger strategy that reaches out to two-thirds of the people who have been previously untouched by development plans.

The late seventies also marked a period of extreme turbulence in the Third World, perhaps as great as that experienced when the independence movements achieved their initial successes. During FY 79, a variety of security problems necessitated the withdrawal of Peace Corps volunteers from Afghanistan, Chad, and Nicaragua. But the year also marked Peace Corps' return to Tanzania, and the beginning of discussions that will hopefully lead to a return in other countries, such as Bangladesh, Sri Lanka and Papua New Guinea.

New Directions

Three developments of FY 79 foreshadow specific aspects of the Peace Corps in the future. First, there was a major step forward in the Peace Corps' efforts to work within an *international framework*, exemplified by the three-way agreement between Peace Corps, the United Nations High Commission on Refugees, and the U.N. Volunteer Programme. While Peace Corps has, in the past, provided the U.N. with volunteers in a conventional manner, the decision to work through the U.N. High Commission marks an unprecedented event.

This international thrust is consistent with other less visible Peace Corps efforts that were engendered during FY 79. For example, in Thailand, Peace Corps began making its training program available to volunteers from other countries, so that international volunteers from Canada and Great Britain can benefit from Peace Corps training experience. In Niger, Peace Corps volunteers served on a project that is basically supported by Dutch foreign assistance. In the Central African Republic, Peace Corps volunteers worked on projects funded primarily by the U.N. Development Programme. These and other efforts represent a small but growing initiative for Peace Corps to become more internationally oriented in its operation.

Second, during FY 79 there was a substantial attempt to enhance the aspect of *reciprocity* in Peace Corps efforts. For example, Peace Corps awarded a grant to Handogbayon, the Philippine coordinating organization for domestic volunteer services. The grant will enable the Philippine group to move forward in building its program. Concurrently, plans were set forth for Peace Corps volunteers to work alongside Filipino volunteers during FY 80.

Similarly, the Peace Corps commenced negotiations with the government of Brazil, to establish a mechanism through which Brazil can draw from our experience with VISTA and the Older American programs, and to consider how Peace Corps volunteers might work with Brazilian volunteers. Such efforts reflect the Peace Corps' strong interest in fostering greater mutuality in its work with host countries.

Third, there has been an emphasis on appropriate technology. For the past 18 years, Peace Corps has been a unique reservoir of practical knowledge. This has been derived from volunteers' successful attempts to find practical on-site solutions to the problems of their villages, as well as from their own immediate living and subsistence needs. The impetus for alternative answers arise when there is a need for a more fuel efficient stove, a need for an inexpensive means of tapping the energy of the sun, or a simple need for a shower facility. Appropriate technologies thus develop in the hut, in the classroom, and in the field—they are, in essence, an example of making the best, most effective use of available resources to meet local needs. Recently, Peace Corps has begun a more systematic effort to leverage the experience of the individual volunteers who develop appropriate technologies, and to share them with host country nationals, Peace Corps volunteers in other countries, and others in the development field. Technologies devised in the field are considered "appropriate" if they: (1) use locally available materials and (2) are

within a village's income; if they are replicable—so much the better—good appropriate technology is, at its best adaptable if not strictly replicable.

The leverage of volunteers' experience in appropriate technology has been evidenced by the Information and Collection Exchange the (ICE), Program and in Peace Corps' training of volunteers in the use and development of that resource. It is also evident in the design of programs such as the Peace Corps—AID Collaborative. The program began with a village energy survey to assess rural energy needs. Future considerations entail placing volunteers with training and skills that can be applied to the introduction of appropriate technologies in the field.

OFFICE OF PROGRAMMING AND TRAINING COORDINATION (OPTC)

OVERVIEW

OPTC was established in early 1978 to coordinate the further development of Peace Corps programming and training, and to provide Peace Corps with needed in-house technical capabilities to support current and projected program and training initiatives. The OPTC mandate has five aspects:

- to assist the field and the regions in translating broad goals and policies into programming and training guidelines and processes;
- to provide technical support to overseas posts;
- to explore and develop potential Peace Corps participation in agency-wide programming and training initiatives;
- to serve as a central source of information collection and dissemination; and
- to be a focal point for Peace Corps training and programming concerns.

OPTC's staff organization reflects Peace Corps' programming and training activities. The office includes Peace Corps specialists in fisheries, agriculture, health, water, energy, conservation and urban development as well as specialists in training and program planning, the Information Collection and Exchange staff, and liaison operations personnel for the United Nations Volunteer Programme.

OPTC works with the Peace Corps regions on a variety of matters related to program and project review, and the programming process. Early efforts of the office included the preparation of basic human needs programming guidelines and working papers, development of training and pre-training models, experimentation with new programming approaches, and the initiation

of overall program and project review processes.

OPTC's emphasis on building momentum in basic human needs programming and on the use of skill-trained volunteers involves supplying direct programming and training design assistance both to requesting countries, and to planning teams for possible new country entry. In FY 79, consultants were sent out to assist with the planning and development of projects and training programs in health, agriculture, fisheries, water supply, energy and natural resources, a significant number of which had a special focus on appropriate technology and the role of women in development.

OPTC sector specialists increasingly focus on preparation of generic programming guides, innovative training models, and project designs to be adapted and modified as appropriate to fit in-country needs and requests. OPTC also works with the regions to design workshops to identify sector-specific or sub-regional-specific needs and strategies (e.g., Lome Health Conference, Sahel Programming Workshop, Nairobi Education

Workshop); meets with multinational donor agencies such as the World Bank and the U.N., with AID private voluntary organizations development agencies, and with Title XII universities to explore common interests and facilitate joint programming and potential resource pooling. The guiding principles of OPTC, as with the regions, is that although program ideas and suggestions may be offered by Peace Corps/Washington, all projects must be initiated and developed in the field.

SPECIAL PROJECTS

Special projects evolve both from requests from the field and from Agency-wide initiatives. In FY 79, OPTC explored a variety of pilot and demonstration models in programming (including alternative energy resources, reforestation, and environmental sanitation) and training (including efforts related to volunteer selection and staff in-service training):

- *Center for Assessment and Training* (CAST), a process designed to increase the Peace Corps' capability to: 1) assess candidates for Peace Corps suitability; 2) make available sufficient data so that candidates can make a sound decision about Peace Corps service; and 3) begin certain generic elements of training for volunteers' service. The basic approach borrows and combines principles of experience-based training and management assessment centers. CASTS, lasting 7 days, occur approximately 1 to 1½ months prior to the start of training. In FY 79, 300 people were "CASTed" and, based on the apparent success of the pilot, a decision was made to expand that number to almost 900.
- *Alternative energy*. Peace Corps has received the first year's funding under a $1.5 million three-year interagency agreement with AID relating to developing an alternative energy program. Assistance has also been provided to Peace Corps by the Overseas Development Council to develop this program. The program includes three activities. The first entails conducting a year-long survey of energy uses in Third World villages. During the first year, workshops regarding the survey will be held in six countries—Micronesia, the Philippines, Senegal, Mali, Ecuador and the Dominican Republic. Other countries will be added in subsequent years. The second aspect of the grant involves identifying assignments with Peace Corps volunteers introducing appropriate alternative energy technologies (such as pedal-powered farming devices). The third part of the grant focuses on developing training models to prepare people to carry out the above energy-related tasks.
- *Women in Development (WID)*. Through a FY 79 contract, OPTC has developed a standardized WID training curriculum for use in all volunteer in-service training. This curriculum will be selectively field tested, and then revised for general use during FY 82. OPTC will also continue, either through direct programming assistance or through contractual relationships, to explore new programs and to revamp existing programs to assure appropriate attention to the needs and participation of women.
- *Local language materials*. New language materials for six Peace Corps countries were developed and tested in the field during the summer of FY 79, after which they were revised accordingly. These languages include Solomon Islands Pijin, Gilbertese, Belize Creole, Mauritanian Arabic, Tanzanian Swahili, and Setswana (Botswana). In addition, at the end of FY 79, OPTC contracted for additional materials for four Liberian languages, three Togolese languages, Sorahole for Mali, Siswati for Swaziland and Chichewa for Malawi. These will be field tested during the summer of '80.

- *Comprehensive skill training packages.* Under various contracts, Peace Corps is developing village-level skill area training packages. These packages will not only facilitate Peace Corps' ability to provide technically skilled volunteers in greater numbers than the current recruiting system can deliver, but will also enable Peace Corps to field a range of volunteers more representative of the American population as a whole in the technical areas in which such groups as minorities and women are traditionally underrepresented. The skill areas will be chosen on the basis of 1) compatibility with the Peace Corps' basic human needs programming strategy and 2) skill training priorities determined by the regions and the field. These packages will consist of specific, sequentially designed experimental learning activities and materials, as well as competency criteria and assessment mechanisms for each skill area selected. During FY 79, specific packages relating to fishpond culture, vegetable cultivation and domestic technologies were developed. Village woodlots, agroforestry, small animal husbandry, alternative energy, rural water systems, primary health care, and nutrition education are potential areas for FY 80 activities.

- *Volunteer personal health training curriculum.* A new curriculum and trainers guide developed by OPTC during FY 79 will be field tested and revised over the next year. The purpose of the health curriculum is to assure that all volunteers possess the knowledge and skills required to maintain their own health and well-being, and to role model preventive health techniques for their communities.

Core Curriculum

- *Design work on a general curriculum for pre-service training in the role of the volunteer in development and community entry/community development* was started during FY 79. Like the health curriculum, it will attempt to assist volunteers in first developing the skills necessary for meeting their own needs in a different culture, and later in addressing the challenge of being a catalyst for change in that culture.

Programming Workshops

- At the end of FY 79, OPTC implemented two programming workshops for almost 150 members of the Peace Corps field staff. These workshops were the first effort in recent years to provide the opportunity for development of the skills and knowledge required of the Peace Corps staff in supporting basic human needs programming.

INFORMATION COLLECTION AND EXCHANGE (ICE)

Background

As the international community places more emphasis on the importance of an appropriate technology approach to development, the Peace Corps' experience has taken on special relevance. Since 1961, more than 80,000 Peace Corps volunteers have worked to improve local conditions in the Third World. Trained in cross-cultural and technical skills, speaking the local language, and committed to living among the people with whom they work, the volunteers learn to see development problems from the perspective of the local community—all their activities are affected by this perspective. But, at the same time, the volunteers retain the knowledge of resources and technologies that they brought with them. It is with this unique understanding that volunteers adapt, modify, and develop approaches which are truly appropriate to the traditions, customs, and resources of their communities.

The collective experience of the volunteers—their knowledge, gained from practical experience, of what works and what does not work—is recognized as a major resource for field-based appropriate technology and development information. The Peace Corps Information Collection and Exchange (ICE) was created in 1977 to make the fullest possible use of this resource, and represents the Agency's commitment to share our knowledge globally. Through ICE, OPTC provides support to the field through information and technical assistance.

The foundation of the Information Collection and Exchange is the volunteer network—nearly 6000 Peace Corps volunteers in more than 60 countries. Each country is responsible for the collection of Peace Corps-generated materials, such as training guides, manuals, lesson plans, technical designs, and reports of particular projects or technologies. Those materials which may have potential relevance to an audience beyond the country level are systematically reviewed and classified in Washington, to be shared, if appropriate, with volunteers, staff trainers and programmers, host country development workers, and others in the development community.

In addition to providing technical information in response to individual requests, the Information Collection and Exchange published the *Appropriate Technologies for Development* in three series: manuals, reprints from technical articles and "resource packets." The series present practical how-to information from initial project planing in the community setting to on-going needs for maintenance, training, and cooperative organization for field workers without specialized technical training.

In FY 79, a new manual, *Wells Construction,* was added to the series. Work also commenced on manuals relating to poultry production, animal traction, traditional field crops and an appropriate technology approach to teaching math and science.

Previously published volumes in the *Appropriate Technologies* series include:

- *Freshwater Fisheries—Program Planning*
- *Freshwater Fish Pond Culture and Management*
- *Small Farm Grain Storage*
- *Programming and Training for Small Farm Grain Storage*
- *Resources for Development—Organizations and Publications (being revised and updated in FY 80)*
- *The Photonovel—A Tool for Development*
- *Reforestation in Arid Lands*
- *Self-Help Construction of 1-story Buildings*
- *Teaching Conservation in Developing Nations*
- *Community Health Education in Developing Countries*

The manuals are supplemented by a reprint series of technical monographs selected from ICE materials on the basis of potential wide usefulness in the field. Reprints frequently serve as primary resources in development of country specific publications. The technical reprints series cover various topics in health, agriculture, small businesses, education, and cottage industries. During FY 79, new reprints published included:

- *Health and Sanitation Lessons/Africa*
- *A Glossary of Agricultural Terms*
- *Water Purification, Distribution, and Sewage Disposal*
- *Poultry "New Methods Pay with Poultry"*
- *Lesson Plans for Beekeeping*

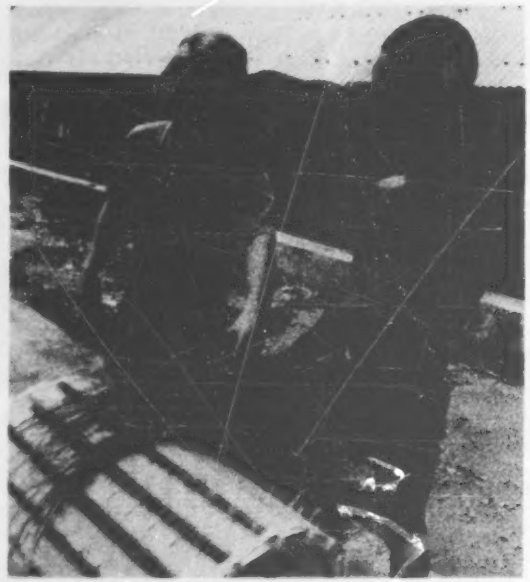
A third publication series, "resource packets," consists of previously published items on a particular subject supplemented by original material developed especially for the packet. The resource packet series is designed to provide a flexible format, with frequent updates and additions responsive to changing field needs. Currently published packets include:

- *Pesticide Safety*
- *Disaster Procedures*
- *Small Vegetable Gardens*
- *Cooperatives*

In FY 79, the first *ICE Almanac* was published. The *Almanac* is a four page pull-out which appears in *The Peace Corps Times*. It provides practical information for volunteers, and also serves as a network through which Peace Corps volunteers can exchange ideas.

Significance of ICE

The development of this body of field-based technical knowledge has made it possible to provide invaluable technical assistance to Peace Corps volunteers and to others working in development. But, perhaps equally important, it has enriched the dialogue with a variety of institutions, including domestic development services overseas, private voluntary agencies, appropriate technology organizations and a variety of development organizations. Peace Corps has learned much from the Third World and, through the resources made available by ICE, we can share information while enhancing an understanding of the problems, potentials and achievements of Third World nations.



WOMEN IN DEVELOPMENT (WID)

Including Women in the Development Process

It is the policy of the Peace Corps, as stated in the 1978 Amendment to the Peace Corps Act, to administer itself "so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economics of developing countries, thus improving their status and assisting the total development effort."

A similar provision was added to the Foreign Act of 1973. Both laws cite as the rationale for this provision "the fact that women in developing countries play a significant role in economic production, family support, and the overall development process."

During the early 1970's, the development assistance community increasingly became aware that it is not safe to make the assumption that women are "being taken care of" in the course of development. In fact, there are documented examples of well-intentioned projects that have impacted adversely on the population of women within particular cultures. Women sometimes have been deprived of status, secure social positions, and economic opportunities as a result of projects that fail to take into account the probable impact on women.

In 1974, the United Nations Commission on the Status of Women prepared a World Plan of Action, in which development was a major theme. More than 100 nations were represented at the International Women's Year conference in Mexico City, which unanimously adopted the World Plan. Subsequently, the U.N. General Assembly declared 1976-1985 as the Decade for Women, with sub-themes of peace, equality, and development.

Peace Corps' commitment to the women in development policy, then, is part of this international effort.

As stated by Perdita Huston, Chairman of the Peace Corps Women In Development Task Force, North Africa Near East Asia Pacific Regional Director, and author of *Third World Women Speak Out:*

> All development concerns necessarily involves women. Development is a process that brings with it enormous changes in the very substance of peoples' lives. It can bring opportunity for personal growth and social harmony, or tragically, it can tear the social fabric asunder.

Definition and Focus of Peace Corps WID Projects

In designing WID projects, the Peace Corps directs its attention to the role of rural women within the context of family, community, culture, and country. According to the Peace Corps, 1978 Volunteer Activity Survey, there has been a pattern of general under-representation of women as recipients of volunteer programs. Women particularly are under-represented in those programs most likely to involve the transfer of marketable skills and resources. Until recently, Peace Corps efforts that reached women focused on health and nutrition services.

A WID project, as currently defined by the Peace Corps, is characterized by the following features:

- Women are involved in problem identification and needs ranking.
- Women participate in key roles in planning and conducting projects.
- Women are trained to assume important, permanent project roles.
- Women benefit directly through augmentation of income earning ability or an increase in productivity.

Priority now is accorded to activities in which women can increase their earning opportunities, thereby increasing family income. The major area is food production, processing, storage, marketing, and preparation. The introduction and use of appropriate technology and energy-saving practices and devices in this regard are major objectives.

WID Projects Throughout the Third World

The Peace Corps is gathering information about its WID projects so that profiles can be compiled to assist in replicating successful approaches. Among those projects which meet the four WID criteria were the following:

- *EL SALVADOR*. During FY 79, Peace Corps volunteers helped improve the socio-economic status of market vendors, 95 percent of whom are women. Volunteers established health, education and referral systems within the markets while simultaneously introducing income-generating projects and marketing systems. They worked under the guidance of host country organizations, Asociacion Demografica Salvadorena and Gerencia General de los Mercados, and with other participating agencies such as the International Planned Parenthood Federation, AID, and the American Home Economics Association.
- *LESOTHO*. Peace Corps volunteers work with village women to improve family nutrition and reduce dependence on outside sources for foodstuffs. The program focuses on increasing production of vegetables in communal and individual small gardens, as well as the introduction of new vegetables. Another program aims at increasing the self-reliance of women through development of income generating skills. Currently, women are learning dyeing, crafts, and baking skills, and are receiving guidance in establishing small business enterprises.
- *PHILIPPINES*. Peace Corps married couples and two-women teams in the Agriculture Extension project work with families and with women in particular to identify needs—especially in the area of food production. Within the Small Farmer Income Generation Project, women directly benefit from delivery of agriculture credit and agriculture technology. Particu-

lar emphasis has been placed on development of simplified accounting systems for use by women, who are the financial managers of rural families. The Volunteerism Development project provides assistance to Filipino women's groups to establish effective volunteer arms.

- *THAILAND.* Volunteers with practical experience in community development, work in training centers established by the Girl Guides Association of Thailand. The volunteers instruct young women in handicrafts, sewing and knitting, and assist in developing procedures for marketing those items. Participants at the centers also learn food preservation and preparation techniques, as well as improved maternal and child health care practices. Tools and funds for the training courses are provided by AID through the Asia Foundation. Active outreach in nearby communities is an integral part of the program.

These and other projects represent a beginning for future Peace Corps WID projects. Moreover, they demonstrate that Peace Corps can involve women as serious partners in development.

AFRICA REGION

During FY 79, nearly 73 percent of all Peace Corps volunteers in the Africa Region were working in areas of basic human needs activities. This represents almost a doubling of the FY 78 level of 43 percent. The Region has clearly been able to meet the sharply rising demand for volunteers that has been generated by basic human needs programming.

The new programming efforts enabled the Peace Corps to better serve the poorest of Africa's poor by focusing on project areas that directly impact life at the village level, such as agricultural extension, fisheries extension, rural development, and rural health. Future programming in this regard will allow the Peace Corps to increase its response to the problems of Africa's urban poor.

FY 79 also marked an increase in the quality of skills, language training, and cross-cultural training within the Africa Region:

- In-service training focused more on Basic Human Needs as a secondary skill. More than 200 Peace Corps volunteers working in the Central African Republic, Liberia, Senegal, and Zaire were successfully trained during FY 79 in secondary skills that impacted on village-level agriculture.
- A contract that the region has with the University of Oklahoma began turning out trained fisheries extension agents.
- Pre-service language training jumped from 150-250 hours in seven countries within the region. Training in local languages ranging from Arabic to Sango was also enhanced. All countries began planning more extensive opportunities for volunteers to live with host country families as part of pre-service training.
- To prepare Peace Corps volunteers for the racial realities of Southern Africa, the Region initiated training to develop an awareness of our own American racial disparities. This kind of training has potential relevance for all Volunteers within the Africa Region.

During FY 79 the region made significant progress in contributing to the Agency's minority participation objectives. Increased collaboration in many countries with AID, private voluntary organizations and host governments provide general material support as well as new initiatives in the joint training of host country counterparts alongside Peace Corps volunteers, the transfer of appropriate technologies, and the overall coordination of development activities.

BENIN

During FY 79, 10 Peace Corps volunteers in Benin worked on education projects. All volunteers were individually placed within the Ministry of Education in programs such as agriculture, carpentry, architecture, and sports coaching. For example, in agriculture:

- One volunteer assigned to the National University of Benin instructed agronomy

studies in the breeding and raising of pigs. This will enable more Beninese agronomists to work in the field, rather than in administrative positions.

During the next year, Peace Corps hopes to increase the number of volunteers in Benin, and to add health, education and fisheries projects.

BOTSWANA

There is a particular need to bring preventive/curative health services to Botswana's largely rural population (600,000). Although some 70 percent of the population visit the country's health facilities each year, only 10 percent receive full medical care. An ongoing Peace Corps project has brought highly qualified volunteers to the rural areas, to train and work alongside counterparts in several health areas. Some accomplishments in the health sector have been:

- Academic and clinical training of registered nurses.
- Completion of a Bilharzia disease study that represents the first comprehensive survey of the distribution of the snails that carry the disease.
- Development of a training manual used in Bilharzia control.
- Development and implementation of improved records keeping for tuberculosis (TB) patients and the institution of a TB preventive education program at the village level.
- Teaching of basic lab techniques to RN's at the National Institute of Health.

In addition, Peace Corps volunteers work in formal and non-formal education, rural water supply programs (an area of special emphasis due to Botswana's recent drought), agriculture, and small enterprise development programs.

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CAMEROON

Peace Corps has been very active in developing and improving cooperatives and credit unions in this country. Co-ops and credit unions are important for a number of reasons: existing cooperative societies lack the expertise necessary for efficient collecting, processing, storing and marketing of coffee and cocoa; local artisans in the Northwest Province are frequently unable to sell their handicrafts at remunerative prices because of the lack of organized foreign and domestic outlets for their work; and most of Cameroon's rural population does not have access to savings and credit facilities.

The Peace Corps has addressed these situations through a variety of co-op/credit projects, which:

- assist the Department of Cooperation and Mutuality to upgrade the management of existing cooperatives, to establish new co-ops and to provide on-the-job training for counterparts.

- assist the Department of Cooperation and Mutuality in the expansion and efficient management of the Bamenda Handicaft Cooperative to insure a constant market and remunerative prices for local artists.
- assist the Ministry of Agriculture in transforming small farmers organizations into efficient marketing cooperatives, ensuring remunerative prices to members.

Other Peace Corps project areas in Cameroon include: inland fisheries development, math/science, teaching English, wildlife conservation, community development, health education, and agriculture education and extension.

CENTRAL AFRICAN EMPIRE

Peace Corps projects in FY 79 focused on inland fishing extension, rural village health, and teaching English as a foreign language. Health is a vital issue to the Central African Empire (now the Central African Republic). The lack of basic health services was reflected in the high infant mortality rate (190/1,000 live births) and shortened life expectancy (41 years).

One Peace Corps project is aimed at strengthening rural health care delivery and forming a primary village-level health care system. The philosophy underlying this project is that health is not only a basic human need: it is a basic human right. The project attempted to enable people to have more control over their own health status by presenting them with information and options about their health and environment. The program provided limited resources for village improvement schemes and worked through the existing community development philosophy of self-help.

While the immediate goals were to improve village health status, the long term goals are to create capabilities for individuals to improve their lives by their own actions. Peace Corps volunteers working on this project have:

- Encouraged and supervised the construction of more than 3700 latrines in the Ouham province.

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- Coordinated and acted as advisors to more than 100 village health committees.
- Worked with primary school teachers and established regular health education classes for more than ten thousand students.
- Conducted a summer in-service training program in health education for local teachers.
- Worked in coordinated efforts to clean up springs, train village health agents, develop visual aids, and assist village nurses at the health posts.

These efforts have established Peace Corps as a serious development agency in the Central African Republic.

CHAD

Peace Corps programs in Chad during FY 79 included wells construction, health, agriculture education, food production, forestry, education, and urban planning. Wells construction is especially important in Chad, as all regions of the country suffer from a chronic shortage of potable drinking water. In one project, Peace Corps volunteers installed 200 wells, and trained 10 counterpart wells technicians in an attempt to give the country the institutional capability needed to carry on the program. Planning also began for a new program of expanding community development and health education as they relate to wells and water use.

Regrettably, in February 1979 Peace Corps evacuated the 85 volunteers, 20 trainees, and staff working in Chad. This was necessitated by the growing concern for their safety, which resulted from civil disturbances between the northern and southern factions of the country. The agreement with Chad was not abrogated, however, and Peace Corps hopes to resume its program when conditions permit the volunteers to perform their work productively.

GABON

During FY 79, Peace Corps projects focused on rural school construction, non-formal education development, basic human health education, and teaching English as a foreign language. Rural primary school construction is particularly important, because in addition to Gabon's lack of skilled labor, working in remote areas presents difficulties of access or smallness of scale to developing countries.

One Peace Corps rural school construction project helps provide classroom facilities for primary school-age children, and encourages quality education by providing adequate housing for primary school teachers. In doing so, Peace Corps volunteers:

- have supervised and completed the construction of concrete block rural primary schools in 5 villages in the Ogooue-Lolo and Haut-Ogooue provinces, permitting 15 primary school teachers to hold class for 750 students in cool, comfortable all-weather buildings.
- completed the prototypes of low cost earthen-block teachers houses.
- enabled villagers to be employed and trained in basic carpentry and masonry.
- have served as technical coordinators in the training of a new group of rural primary school construction trainees.

Future plans call for modest expansion of the Rural Primary School Construction project, while embarking on other rural-based projects, such as health, education, and inland fish culture.

THE GAMBIA

Peace Corps volunteers in The Gambia worked in a variety of program areas during FY 79, including: health and nutrition, business advising, rural vocational education, cultural preservation education, crop protection, and fisheries. Health and nutrition are central areas, as children under five years of age and women of childbearing age are particularly affected by The Gambia's high incidence of endemic disease—diarrhea, respiratory infections, parasites, malaria and anemia. The impact of these is further aggravated by malnutrition. In rural areas, child mortality of the 0-5 age group is estimated at nearly 400 per 1000 live births.

The goal of one Peace Corps project is to improve the nutritional and general health status of rural Gambia. A corollary goal is to assist the government of The Gambia in improving and strengthening maternal and child health activities at all levels. The project has a number of important features:

- It is an integrated, comprehensive program which, directly or indirectly, addressed the first four basic human needs areas.
- Its rural focus ensures its impact on the poorest of the population.
- Its preventative, educative focus and integration into the mainstream Gambian Maternal Child Healthcare program enhances the potential for longer term solutions.
- The overall strategy of all components—health, nutrition, and sanitation—is based on low-cost, locally available resources (local foodstuffs, etc.) and the level of technology is appropriate for rural Gambia.
- Women are both the prime participants and beneficiaries.

A shift in direction by Peace Corps during FY 79 resulted in a program that emphasized rural-based Volunteers in areas where they could directly impact on the daily life of village populations. In the future, Peace Corps will introduce initiatives in the area of forestry and integrated rural development.

GHANA

Peace Corps project areas during FY 79 in Ghana included: rural development, teacher train-

ing, and secondary education. One expanded rural development project addressed the lack of qualified Ghanaian personnel to teach poor, illiterate, or semi-literate rural young people practical vocational skills. Peace Corps volunteers have been annually instructing 1,200 young men and women in the theoretical and practical application of various trades, such as agriculture, masonry, carpentry, and home management. This instruction will improve their income earning potential and, at the same time, will help train Ghanaian counterpart instructors.

Other on-going projects in the Rural Development area include:

- a dam and irrigation project in the Upper Region of Ghana, which attempts to increase agricultural production by making use of irrigation techniques.
- an agricultural project that assists the rural farmer in vegetable and field crop production and in animal traction using bullock plow teams.
- a health project that trains and organizes village health committees and village health care workers. This project stresses decentralized services in the preventative health care system.

Peace Corps has been able to serve in an effective manner in Ghana despite the country's political changes and economic misfortunes. As Ghana faces the awesome task of economic reconstruction, Peace Corps will be a vital and valuable aid to Ghana's development process, with Peace Corps volunteers continuing to work shoulder to shoulder with their Ghanian counterparts during times of adversity.

IVORY COAST

During FY 79, Peace Corps volunteers have worked in a number of program areas in the Ivory Coast, including medical technology, co-op management, rural architecture, teaching English as a secondary language at a secondary level. The weavers/co-op technicians project is an example of how the Peace Corps has helped communities meet their special needs.

Peace Corps volunteers involved with the weavers co-op have been able to expand the road networks, thereby encouraging more tourists to come to the area. Other accomplishments include:

- introduction of new patterns; and appropriate technology spinning wheels that allow the spinning of more thread in less time.
- instruction in the repair and rebuilding of spinning wheels.
- two shows of traditional clothing and other articles, which promoted the art of weaving.

Overall, the formation of the weaver's co-op has enabled Ivorians to obtain more money for their products and, at the same time, to continue a longstanding tradition.

KENYA

At present approximately 250 volunteers are engaged in Peace Corps' cooperative efforts with the government of Kenya to meet some of its development needs in human services. Programs in the areas of health, agriculture, rural development and education have provided medical professionals, civil engineers, nutritionists, agricultural extension agents, and teachers of mathematics, sciences and vocational subjects. For example:

- Peace Corps has expanded its efforts to train Kenyan medical personnel at all levels to include rural health development with an emphasis on early childhood health care and an immunization program.
- While Kenya is primarily an agricultural country, only about 12 percent of the total land area has a high agricultural potential. Another 5.5 percent has a medium potential, mostly for raising livestock. The program for agricultural extension aims at effective use of this potential, and seeks further agricultural and rural modernization.
- The fisheries program takes advantage of the four major inland lakes and several hundred miles of Indian Ocean coastline to increase fish production and provide the low-income rural population with an excellent source of dietary protein and a needed increase in income.

The Peace Corps will continue to work with the government of Kenya to improve the level of services available to the people.

LESOTHO

The Peace Corps has been active in helping Lesotho expand its business and industry, thereby increasing employment opportunities. One project is designed to:

- explore and develop small businesses, such as weaving co-ops and craft marketing.
- put cash into villages through establishment of village industries which benefit the community.
- help women develop their skills so that they are able to pick up the slack created by Lesotho men going to South Africa to work in the mines.
- identify labor intensive enterprises and means for general employment in rural areas.

Peace Corps volunteers in Lesotho work as math/science teachers and vocational educators. Others work on soil conservation projects (erosion is a severe problem in Lesotho), nutrition programs, and on crop and small animal production programs targeted towards isolated rural populations.

LIBERIA

In addition to working in preventative medicine and disease control projects, Peace Corps in Liberia helps the country cope with a teaching

shortage in its educational system. The institutions responsible for teacher education produce only a small percentage of the teaching force required. This shortage of qualified teachers is becoming more critical as student enrollment increases.

In a project which began in FY 79, the Peace Corps supplied skilled staff to the country's only two major Teacher Training Institutes that train elementary school teachers. The project, which is designed to increase the number of graduates, provides in-service trainers to work with the underqualified teachers within that system.

- A small number of volunteers teach in Liberia's Teacher Training Institutes and work with students who aspire to become teachers. The volunteers in the institutes teach methodology and pedagogic courses to prepare students to be elementary teachers, and in this manner they have a major impact on all new qualified Liberian teachers.
- The majority of the volunteers are stationed in curriculum and materials centers throughout the country. Volunteers in the curriculum centers work directly with teachers who are already in the school system. They work within the center as resources for teachers, write new materials, help teachers with use of visual aids, and use of indigenous materials.

In other projects areas, Peace Corps volunteers are assisting the government of Liberia in developing water resources in the rural areas. Working with Liberian co-workers, these volunteers are developing spring catchments, and helping with hand digging and mechanical drilling of wells. Volunteers are also assisting the Ministry of Agriculture in the improvement of extension services to small farmers in the rural areas. Vocational agriculture teachers assigned to small rural schools are encouraging improved production techniques through demonstrations and the organization of 4-H clubs.

MALAWI

Malawi experiences an unacceptably high infant mortality rate (142/1000), and only 65 percent of all children reach five years of age. This grim situation is especially evident in rural areas where 90 percent of the population lives. Infant mortality and premature deaths are caused primarily by the lack of health education, inadequate health services, and an unhygienic environment. A Peace Corps preventive health services project, which began in Malawi in April 1979, is designed to decrease the current infant mortality rate to 90/1000 by 1983. The objectives for the starting year include:

- performing an assessment of village-level sanitary facilities in project areas.
- constructing or upgrading 50 village-level

sanitary facilities (water supplies, latrines).

- increasing by 5 percent the attendance at preventative health facilities.
- conducting two workshops per project area, both aimed at upgrading the skills of Malawian health professionals.

The Peace Corps program addresses the obstacles to adequate health care by integrating the solutions directly into the government of Malawi's National Rural Development Programme. In doing so, Peace Corps has become a viable partner for the long run in the many-faceted effort to combat poor health conditions in Malawi.

Other Peace Corps project areas in Malawi include: agricultural extension, rural development, and home economics.

MALI

During FY 79, Peace Corps volunteers focused their efforts on community development, health, agriculture, and math/science education. Health projects are particularly important in Mali, because only 10 percent of the population has access to government medical facilities.

An ongoing Peace Corps rural health project brings modern medicines, practices, and educational programs to Mali's rural villagers. The program, which is designed to create a medical supply and service system at a cost of three dollars per person per year, has encouraged the participation of villagers in the effort by creating village health committees that determine who will be trained by the Peace Corps health teams. In addition to extending rural health services by training village health workers in disease prevention, nutrition, child care, and treatment for parasites and common diseases, Peace Corps volunteers have:

- conducted base-line surveys of health conditions in 16 villages and two pilot zones to determine the effect of the health program.
- organized an anti-measles campaign that resulted in the inoculation of more than 15,000 children.
- assisted the Health Education Service in preparing posters and other educational materials.

New programs have been started in renewable energy, grain storage, blindness prevention, and the rehabilitation of blind people.

In the future, there will be even greater Peace Corps concentration on assisting Malians to meet their needs for increased food production, better water systems and improved health.

MAURITANIA

Mauritania suffers from inadequate agricultural productivity resulting in chronic food shortages for its people.

One Peace Corps project planned in FY 79 is designed to help alleviate these problems by increasing agricultural productivity, both through intervention with local farmers along the Senegal River, and through training of selected agricultural extension agents. This will be accomplished by providing appropriate technology methods and an increase in alternative food sources over the next six years.

Peace Corps volunteers in Mauritania have also been active in the health field. Their activities include:

- working in Maternal/Child Health (MCH) clinics as trainers of Mauritanian lab technicians.
- working as social workers establishing nutrition recuperation centers that provide meals for critically undernourished children and instruction in nutrition for their mothers.
- working as nurses training auxiliary medical personnel in improved delivery methods.
- providing basic information to pregnant women and to mothers of infants.
- serving as the organizers of new MCH centers.

One volunteer nurse in the health program was responsible for the organization of an intensive care unit in the pediatrics ward of Nouakchott Hospital, which cares for premature babies and provides in-patient care for critically ill children.

NIGER

Like most African countries, Niger's economy is based on agriculture. Traditional farming and livestock raising make up two-thirds of the gross national product. The lack of water has been a serious obstacle to the development of Niger.

The Sahel drought in 1972 and 1973 has contributed to soil degradation, which was accelerated by overgrazing of domestic livestock and expanding agriculture. These conditions expanded the habitat for numerous rodent pest species that have destroyed thousands of tons of grain and other crops. A Peace Corps pest control project, started in FY 79, will provide Nigerian farmers and the Government Plant Protection Service with the knowledge to protect the grain supply from pest attacks, thereby increasing net food production and reducing diseases that result from the presence of rodents. The immediate goals of the project are:

- to work with schools in educating students about plant protection requirements and methods.
- to locate farmers who agree to the use of their fields and storage bins as trials for rodent control methods, such as cleaning and trapping around graineries, and using metal sleeves around grain bin support posts.

Other Peace Corps project areas in Niger include health and nutrition, fisheries, Teaching English as a Foreign Language, youth development, and reforestation.

RWANDA

During FY 79, the Peace Corps program in Rwanda involved three volunteers working in university education at the National University, and one volunteer teaching home economics. One education volunteer successfully organized 44 rural women into a bread-baking cooperative. With a grant from the Ambassador's Self Help fund to initiate the project, Rwanda women are producing protein-rich whole wheat bread, which is needed to help fight malnutrition.

Future Peace Corps programming possibilities in Rwanda include grain storage, fisheries, and nutrition education centers.

SENEGAL

Although Senegal is a coastal country, fish production is confined mainly to the narrow coastal belt. In the interior, where protein deficient diets abound, only dried and salted fish can be purchased. Since fish can produce a protein rich diet—with a minimum of technology—and can also bring economic benefits to the fish culture workers, the Peace Corps developed an inland fisheries project in the northern region near the Senegal River.

Improvement of nutrition in the inland regions of Senegal, in the north along the Senegal River, is the first step, with the possibility of expanding facilities to cover an even greater area. This program will:

- address basic human needs by bringing protein in the form of fish to large groups of people who traditionally eat only millet and other cereal grains.
- improve the quality of life and hopefully decrease nutrition deficiency diseases.

Some Peace Corps projects in Senegal include rural animation efforts, which foster the development of women's capabilities outside the traditional mold and assist villagers in small-scale development projects that they themselves have identified as needs. This "animation" program involves teaching Senegalese women new methods for their traditional tasks, so that they will have time to participate in such activities as vegetable gardening and preservation, working in village pharmacies, literacy projects, building and well construction.

Other volunteers in Senegal work in the education sector, both formal (TEFL) and informal (agricultural education), health, and nutrition.

SEYCHELLES

The Seychelles is one of the youngest and least developed countries in the world. Its economy depends almost entirely on agriculture; yet, farming employs only 27 percent of the people, and most Seychellois farm or fish at a subsistence level.

The Peace Corps program in the Seychelles is very new and very small. Training subsistence farmers to produce more efficiently is vital to the government's goal of achieving greater self-sufficiency and reducing the country's soaring cost of imported food. Since the soil and climatic conditions of the Seychelles favor production of a wide variety of agricultural products, the government has made food production one of its top priorities. One Peace Corps project is designed to help small-plot farmers, 30 percent of whom are women, to acquire the skills and agricultural techniques necessary for self-reliance. Volunteers working on this project have:

- completed vegetable cultivation trials to test yield potential, nutritional value, and pest and disease resistance. Volunteers provided successful seed varieties to extension workers for transfer to small-plot farmers.
- completed a survey on insects common

to the Seychelles and the plant types that these insects more frequently damage or destroy.

- completed tests on nutrients appropriate to the different soil types for tomato cultivation in the Seychelles.
- contributed to the design of a drip irrigation system for use by small-plot farmers.

The Peace Corps programs in the areas of agricultural development, special education, and health have been particularly successful on the main island of Mahe. In cooperation with the government of the Seychelles, Peace Corps plans to help meet the basic needs of its people in food production, special education, housing, nutrition, and maternal child care.

SIERRA LEONE

More than 200 Peace Corps volunteers in Sierra Leone worked in projects dealing with agricultural extension, health, rural feeder roads, water supplies, primary education, and secondary education.

One agricultural extension project that began in 1972 continues to overcome the barriers that have kept Sierra Leone's two million subsistence farmers from modernizing and becoming capable of producing enough food (especially rice, the staple crop) to meet the needs of the nation's three million people, and to develop the agricultural base for national development. By introducing improved farming techniques and simple irrigation methods, this ongoing project will:

- assist the Ministry of Agriculture and Forestry over the next ten years to strengthen its extension service by providing on-the-job training in technical and extension fields to 100 agro-technicians each year.
- help make the ministry's field staff more qualified to respond to the needs of the 1,000 new farmers with whom the Peace Corps volunteers work directly each year to develop more than 1,500 new acres of inland valley swamps, as well as the 2,000 old farmers who are helped to grow more rice and other foods through modern agricultural practices, and are encouraged to become more self-reliant through co-operative organizations.

During FY 79, the Peace Corps initiated a pilot fisheries program to provide yet another avenue for increased food production. This program was designed to augment the amount of protein in the diet of rural people at an affordable cost.

Peace Corps health volunteers are also training Sierra Leoneans in regular and public health nursing. Additional volunteers have been requested for a new program which focuses on upgrading public health inspectors and raising the villages' consciousness in areas of sanitation nutrition, maternal child care, and the control of communicable diseases through the organization of village sanitation committees.

Other Peace Corps projects in Sierra Leone concentrate on rural development efforts, which entail feeder roads (partially funded by CARE) and water supply systems.

SWAZILAND

Eighty-five percent of the population of this country live in the rural areas, where there is a lack of potable water. This situation adversely affects the people's standard of living and quality of life, and poses an increasing health hazard. The aim of one ongoing project, which began in 1978, is to ameliorate this situation by increasing the number of rural water-systems. This has entailed:

- surveying the water needs of various areas.
- installing pipelines and other equipment.
- building pumphouses and reservoirs.
- supervising the maintenance of existing systems and the cleanup of old systems.

The Peace Corps has a diverse program in Swaziland. Agricultural and rural development volunteers work on projects dealing with cattle

breeding, dairy farming, bush control, irrigation and crop production. Volunteers also work in the education sector, which has a shifting focus from its traditional involvement in secondary math/science education to teaching agriculture and health education courses. Other project areas include health survey teams, public works, vocational and university education, business administration, and library administration.

TANZANIA

Tanzania ranks as one of the world's poorest and least developed countries. One of Tanzania's goals is food self-sufficiency. While fish is the cheapest animal protein that can be raised on an acre of land, Tanzania has an insufficient number of fish ponds, and insufficient yield from its existing ponds to seriously address the problems of protein deficiencies of children and pregnant and weaning mothers.

The goal of one Peace Corps inland fish farming project is to produce fresh fish in ponds in the rural areas. During FY 79, the first year of the project, each volunteer began to work with villages, schools, and individuals in the construction, stocking, management and harvesting of fish ponds to increase the amount of available protein. This project is designed to:

- directly effect the poorest segment of the society: 95 percent of the population are subsistence farmers and receive development services through the District Development Directorate under which the volunteers are working.
- rely totally on local technology and materials to involve counterpart training of both male and female farmers, thereby ensuring a long-range, permanent solution, rather than a temporary, stop-gap measure.

Other Peace Corps volunteer efforts in Tanzania include forestry, conservation, and appropriate technology. Future Peace Corps programs are being designed to work at the rural level with renewable energy sources, village development, and an environmental health program coordinated through the rural school system.

TOGO

During FY 79, Peace Corps expanded the highly successful Agricultural Education Program. The program was started in 1976 to modify Togo's primary school education system to include a strong curriculum emphasis on practical agriculture. The previous educational system, based on the colonial model, did not correspond to the realities of Togo and did not equip Togolese youth with the training and skills necessary for life in a principally agricultural society.

Peace Corps volunteers have participated in the agricultural education program by:

- providing Togolese youth and their teachers with instruction in modern agricultural methods adapted for a non-mechanized society.
- producing agricultural text materials which will be used as set books in all Togolese primary and secondary schools.

Other FY 79 Peace Corps efforts in Togo entailed the expansion of a rural infrastructure program from the core activity, which is primary school construction, to include a wells project in the central region. Peace Corps technical education programs were also broadened in scope to include the teaching of building design, civil/mechanical engineering, and electronics at the senior secondary school level.

UPPER VOLTA

Peace Corps volunteers in Upper Volta during FY 79 were primarily concerned with village reforestation efforts and Teaching English as a Foreign Language (TEFL). Reforestation is vitally needed in Upper Volta, as the five million rural villagers suffer from a lack of easily obtainable firewood, which is essential for cooking.

The Peace Corps reforestation project, which began in FY 79, will address this situation by educating and motivating rural villagers to plant, maintain, and protect trees. Each volunteer, working with government agriculture and forestry extension agents, assists 10 villages in the planting of various kinds of trees. While the ultimate goal of the project is to encourage villagers to take responsibility for their own wood and tree product needs through the establishment of village nurseries and an ongoing program of tree planting, maintenance, and protection, the immediate goals include:

- using proven community development techniques to determine which villages are interested in making an effort to establish a village nursery and plantation.
- building a centrally located nursery to furnish interested villagers with seedlings, prior to the establishment of individual village nurseries.

Peace Corps volunteers working in Upper Volta were also involved with water supply, health, appropriate technology, and rural animation projects. New programs aimed at increasing food production are being developed, including rural agricultural schools, beekeeping, and fishing.

ZAIRE

In Zaire, where the main nutritional problem is protein deficiency, it is estimated that 50 to 60 percent of the rural poor suffer from protein malnutrition, receiving only ½ of the required 70 grams per day. The low income of rural families deprives them of the benefits of education, health care, and access to high-protein food sources. While fish culture could alleviate these problems, owing to favorable soil and water conditions throughout the country, the government of Zaire has no way of training personnel or disseminating technical information, due to the lack of a national department of inland fisheries.

One on-going Peace Corps fish culture project, which began in FY 77, is designed to train 1,000 rural farmers in modern fish culture tech-

niques in the project area by FY 84.

The fish culture project, aside from being one of the most successful small farmer-oriented development programs in Africa, is a high priority effort because it:

- has direct impact on meeting the basic human needs of rural families, the "poorest of the poor."
- relies on minimal inputs and accessible technologies.
- is highly popular among recipients and local communities.
- has a high replicability throughout the country.
- proposes, through the creation of a national fish culture project and the training of culture extension agents, a long-term effort to address the problem even after the Peace Corps is gone.
- establishes direct and organic roles for Peace Corps volunteer involvement.

Since 1975, Peace Corps volunteers have contacted over 950 farmers in rural Zaire to gauge fish culture possibilities. Of these 950 farmers, 230 have been trained in modern warm-water fish culture techniques and have become full-fledged "fish farmers." Many of these Peace Corps-trained farmers now rate fish cultures as their primary income producer.

Other Peace Corps efforts in Zaire include basic family health, vocational and paramedical training, math/science teaching, teacher training, adult education, Teaching English as a Foreign Language, rural water supply, and numerous agricultural extension programs.

LATIN AMERICA REGION

The Latin America Region during FY 79 concentrated its program efforts in order to enhance the quality of its Peace Corps programs. This entailed a reduction in the overall number of projects, while concentrating on those projects in which Peace Corps has demonstrated continual success. In particular, there was a concerted effort to reduce the demand for scarce skills, and to place more emphasis on skill training.

Very few adjustments had to be made in the Region's programming to conform to the Basic Human Needs approach, as almost 85 percent of Peace Corps' programs in Latin America fell within BHN categories when the system was initiated in FY 77. The areas of food production and health nutrition represented the greatest concentration of Peace Corps projects in the Region during FY 79. Encouraging the consumption of nutritious food has been a major concern in the Latin American countries, and Peace Corps has addressed this area through nutrition education programs and through the development of home, school, and community gardens. Nutritional issues have also been addressed through a variety of ongoing agriculture and home extension projects.

The year marked a number of improvements in training, as well as efforts to reduce early terminations and enhance the quality of the volunteer experience in Latin American countries. For example:

- The region developed a new core curriculum for all trainees prior to service, improving substantially the cross-cultural and assignment orientation components of pre-service training.
- In-service training workshops were developed region-wide, highlighting theories and practical project applications of appropriate technology. Volunteers also participated in community development workshops designed to prepare them for a fuller involvement in their communities.
- To lower volunteer attrition, workshops were conducted in nine countries, focusing on volunteer peer support, team building, and cultural adaptation. Seminars for staff in counseling skills also were conducted to foster better personnel support of the volunteers.
- To prepare female volunteers for a fuller, more satisfying service, seminars were conducted which addressed the particular cross-cultural issues faced by American women in Latin America and the critical role they play in an effective development effort.

Peace Corp's future role in Latin America will no doubt be shaped by the charged political atmosphere of the countries within the region. The suspension of operations in Nicaragua, which was necessitated by the civil war, may well prefigure the kinds of situations Peace Corps will encounter during the next decade.

BELIZE

- Expansion of agricultural production is perhaps Belize's greatest challenge and economic need. Although the country has the potential for self-sufficiency in most of the basic staples (corn, rice, beans, etc.) production has generally fallen far short of local demand and/or export potential. Expansion of production is, to a great extent, dependent on knowledge of local agricultural conditions and adapting this knowledge into locally proven methods of improved agricultural practices.

The Agriculture Department of the government of Belize is placing considerable emphasis on applied crops research. To this end, the department has put together a crop research team which meets periodically to discuss and approve applied research projects, to pool resources, to view progress and, most important, to translate research findings into departmental recommendations to local farmers. Peace Corps volunteers working with the team have helped to bring about a number of significant changes in Belize's crop production. For example:

- By using appropriate varieties of insecticides and herbicides, rice yields on a pilot project in the Toledo District have been significantly increased. Also the introduction of a small manual seed spreader in lieu of the traditional planting stick, and the use of pre-germinated rice seed, reduced planting time from one week per acre to one hour per acre.

Other Peace Corps project areas in Belize include education, rural health care, public works technology, youth development, livestock research, fisheries research, and agricultural marketing.

BRAZIL

During FY 79, the Peace Corps was extensively involved with the Brazilian development effort in rehabilitation, education, and health.

In the health fields, Peace Corps volunteers worked in projects concentrating on paramedical testing and services. And in the area of special education, Peace Corps volunteers helped fill a gap in Brazil's rehabilitation services by:

- providing in-service training for technicians at schools for exceptional children.
- planning and producing a course in occupational therapy for technicians in Minas Gerais and Espirito Santo.
- participating in meetings with families of exceptional children and the faculty of various schools.
- initiating occupational and speech therapy programs.

Other Peace Corps project areas in Brazil include: youth programs, agricultural education, university education, vocational education, environmental sciences, cooperative planning, and public services.

CHILE

The Peace Corps efforts in Chile encompassed a broad range of project areas, including: health education, rural nutrition, fisheries and agricultural development, forestry and wildlife management. In addition, Peace Corps volunteers participated in youth opportunity development programs, where they worked in homes for wayward youth. The activities of the Peace Corps volunteers in this project include:

- developing recreation and sports programs for abandoned children.
- accompanying children on summertime camping excursions, and organizing their daily activities.
- advising and teaching the staff of the institutions in administrative management, child psychology, vocational activity design, and school support.

The Peace Corps in Chile is also evolving a new approach in programming called Integrated Rural Development. This program involves volunteers from many different disciplines (health, nutrition, food production, construction), who participate in a coordinated effort to enhance the development of rural communities throughout Chile.

COLOMBIA

An estimated 60 percent of Colombian children under the age of five suffer from some degree of malnutrition, while 50 percent of the adult population suffer from chronic subnutrition. Peace Corps volunteers, working with the National Coffee Federation and the Colombian Agricultural Institute, have helped set up a home economics extension program in five rural communities to help alleviate some of these conditions

As the only professionals in home economics and/or nutrition in various areas, Peace Corps volunteers have participated in the structuring of objectives and methodologies for regional programs. These entailed:

- investigating the needs and interests of the rural families in order to organize nonformal education programs in the areas of nutrition, health, home improvement, home arts, child care, and family economics.
- selecting and training women who can serve as rural leaders and teach their communities what they have learned through the Peace Corps program .

Other Peace Corps project areas in Colombia include: nursing, agriculture, small enterprises, special education, rehabilitation, environmental protection and conservation, educational development, malaria control, and emergency medical service.

COSTA RICA

Malnutrition is one of Costa Rica's greatest problems. Food that many consume, especially in rural areas, is poor in protein, carbohydrates, and fat: 50 percent of children who are five years and younger suffer from malnutrition. Yet, at the same time, great potentials for vegetable garden-

ing remain untapped. Peace Corps volunteers have participated in a national program to introduce and establish vegetable gardening in schools, with longer range possibilities that school gardens will become community gardens planted by all residents of a community:

- By early FY 79, 91 school gardens were organized and put into production by seven volunteers. All gardens belonged to primary schools in rural areas of the country. A total of 4,550 school age children received instruction and participated directly in establishing and caring for their own gardens.

Other Peace Corps project areas in Costa Rica include: grain storage, seed production, agricultural assistance, forestry and conservation, nutritional education, nursing, cooperative development, special education, appropriate technology, agricultural economics, youth development, and women's business development.

EASTERN CARIBBEAN

Peace Corps programs in the Eastern Caribbean countries have focused on agriculture, health and education, depending on the problems identified by the island governments. Montserrat, for example, an island in the Lesser Antilles, has experienced an extreme decline in food production over the past 25 years. From a position of near self-sufficiency in food production in the 1940's and 1950's, agricultural production in Montserrat has declined to a state where, at present, some 50 percent of all foods consumed on the island must be imported. This situation is placing severe strains on the island's limited foreign exchange resources, and as the cost of importing foods has increased over the past several years, the situation is getting progressively worse. Peace Corps volunteers on Montserrat have worked with the Ministry of Agriculture in a variety of ways to arrest and reverse this decline, including:

- assisting in the development of fruit cooperatives.
- cutting down old mango trees to introduce new more highly productive mango varieties.
- improving irrigation systems.

On other Eastern Caribbean islands, Peace Corps volunteers have been actively working to improve the fledgling industries and the physical infrastructure of rural areas.

ECUADOR

Faced with limited arable land, impoverished soil and droughts, many farmers from the highlands and drier coastal provinces of Ecuador are moving to previously unsettled areas of the country. Most of these new colonies are in tropical regions characterized by a humid climate. Because of high rainfall, soil nutrients rapidly leach away, making the cultivation of traditional food crops impossible. As a result, many of the settlers have switched to beef and dairy cattle production, but most lack the necessary training and experience with cattle to manage this new endeavor effectively. For low- and middle-income families, the purchase of livestock is a sizeable investment. Peace Corps volunteers have helped these families by:

- providing on-site technical assistance to farmers.
- selecting farmers to attend short cattle breeding and pasture management courses in the training center at Rancho Ronald, near Santo Domingo, and assisting with short courses given at the center.
- assisting with seminars on new techniques of livestock production.

Other program areas in Ecuador include: rural public health, rural infrastructure, special education, vocational education, small business assistance, and fisheries development.

EL SALVADOR

During FY 79, approximately 60 percent of the economically active segment of the population of El Salvador earned its living through agriculture or exploitation of natural resources. They encountered problems such as soil erosion and depletion, underutilization of land, insufficient vegetation cover on steep slopes, over-exploitation of water resources by metropolitan areas, water pollution, silting in reservoirs above hydroelectric dams, insecticide pollution, and damage to estuaries and mangrove stands.

Effective efforts to counteract these problems required an integrated approach involving the various agencies concerned with agriculture and natural resources. Peace Corps volunteers in El Salvador served as primary promoters of integrated resources management. Some of their research accomplishments included:

- collecting information on various crops, such as soy beans, cassava, peanuts, mung beans, and vigna.
- initiating and supervising the planting of fruit and forestry tree nurseries. Horticulture seed beds were also planted as introduction and observation plots for new varieties, hybrids, and lines. Volunteers have also been extensively involved with the analysis of soil conservation practices and the teaching of basic agricultural methods.

Other Peace Corps program areas in El Salvador included: health and nutritional education, basic education, cooperative development, handicrafts development, special education, hospital maintenance, youth development, community development, and women's crafts.

GUATEMALA

The Peace Corps actively pursued a variety of projects in Guatemala during FY 79, including conservation research, co-op management, rural infrastructure building, rural credit cooperatives development, school gardens, and nutrition. Conservation and food production have been important project areas, as the rapidly accelerating

erosion that is occuring in the country severely restricts agricultural production. This in turn has led to a reduction of the food materials considered basic to life in Guatemala and a resultant increase in malnutrition. One project begun in FY 79 aims to change this situation by:

- selecting a site for a greenery nursery to be used in conservation demonstrations.
- establishing and maintaining a nursery.
- motivating target communities to undertake the conservation projects.
- organizing discussions and short courses on conservation in the target communities.
- selecting sites for practical conservation demonstrations.
- training 150 Guatemalan farmers in conservation and soil management techniques.

One of the most notable aspects of programming in Guatemala is the sustained effort of the volunteers in well-defined, stable projects. Nearly 100 percent of Peace Corps' projects in Guatemala have been underway for several years.

HONDURAS

One of the highest priorities of the government of Honduras is to improve the nutritional status of its population, especially in the rural areas. Malnutrition affects all groups and geographical areas, but the most vulnerable to malnutrition are young children, and pregnant and lactating women. It has been stated that 70 percent of the children in Honduras under five years of age suffer from various stages of malnutrition.

In one Peace Corps project, volunteers have helped the Honduran government to increase rural women's understanding of the basics of nutrition and hygiene through the development of housewives' clubs and promote milk and lunch programs in rural areas for pre-school children through courses and short talks:

- More than 300 presentations on various aspects of health and nutrition were given to local housewives' clubs.
- At least 50 complete courses were taught to these housewives' clubs on basic nutrition, first aid, cooking, food preservation, child care, and other topics.
- Community gardens and soybean projects were promoted.
- Two community wells and three community centers were constructed.

Other FY 79 Peace Corps project areas in Honduras included public health, rural pilot schools, rural child nutrition, forest management, watershed management, physical rehabilitation, occupational training, small business assistance, lab science training, and pre-school teacher training.

JAMAICA

Agricultural development and extension were major Peace Corps efforts in Jamaica during FY 79. Projects in these areas entailed:

- development of support systems and information management systems for the collection and analysis of agricultural data.
- development of programs of extension information to co-ops and cooperative farm ventures.
- development of cattle breeding programs to upgrade small farmers' cattle with better, faster-growing cattle, and development of multi-purpose stock for meat and milk production.
- development of a plant care program at secondary schools, and extension work with area farmers to bring them into contact with school demonstrations.

Peace Corps volunteers in Jamaica also participated in efforts to involve farmers with fish ponds, which will increase the availability of protein and provide additional income. Other project areas in Jamaica include: teacher training, health education, vocational rehabilitation, vocational trades training, and cultural development.

NICARAGUA

At the beginning of FY 79, in October, 1978, there were 125 Peace Corps volunteers in Nicaragua. That time marked the end of a month-long period of country-wide civil strife, during which 80 percent of the volunteers left their rural sites for administrative consultation in Managua, the capital city. By December, 80 volunteers had either transferred to other countries or returned to their homes. Those who remained were primarily located in the thinly populated east coast areas, where they worked on agriculture extension and health projects. In anticipation of further widespread violence, all volunteers were withdrawn by the end of February 1979. At the end

of May, one month before civil war broke out, Peace Corps closed its Nicaragua office and transferred vehicles and equipment to other central South American countries.

The country agreement was not cancelled and, at the end of FY 79, the Ministry of Health under the new government indicated an interest in receiving Peace Corps volunteer nurses. This continued interest substantiated hopes the Peace Corps will be able to re-enter Nicaragua during FY 80.

PARAGUAY

Peace Corps activities in Paraguay covered a broad range of program areas. The majority of volunteers concentrated on home extension, environmental sanitation, co-op extension, agricultural education, and basic skills education. In the area of home extension, volunteers in one project:

- taught women about balanced diets and cooking with vegetables and soybeans.
- worked with Paraguayans to build elevated cooking facilities, which afford improved hygiene in the preparation of foods.
- taught health preservation to rural students.

Other Peace Corps project areas in Paraguay included crops extension, health education, child development, forestry, parks and farm management, small business assistance, nurses' training, and vocational education.

NANEAP REGION (North Africa, Near East, Asia and the Pacific)

During FY '79, NANEAP made a major shift in programming from English language teaching to projects which reached the lowest income groups. Two countries, Korea and Tunisia, completely phased out requests for TEFL volunteers, and initiated projects in health and agriculture respectively. Most NANEAP countries, however, opted for a gradualist approach because of strong host country commitment to TEFL, and high volunteer satisfaction. Many countries adopted the Thailand TEFL Crossover Plan, whereby English language teachers were trained for secondary projects with community outreach and a basic human needs focus.

Programming efforts focused on:

- vocational education programs for the disadvantaged and disabled (Morocco).
- community water supply programs (Yemen).
- food production programs, farmers' cooperatives, and seed production (Philippines, Tunisia, Thailand, Fiji).
- fisheries and fish processing (Micronesia, Nepal, Fiji, Samoa, Tonga, the Philippines).
- rehabilitation programs for the blind and deaf (Philippines, Morocco).
- reforestation, watershed management and agroforestry (Nepal, Philippines).
- alternative technology (Philippines, Thailand, Tunisia, Morocco).

Training was upgraded to give volunteers language and cross-cultural skills essential for working in rural areas:

- average number of hours spent in language training increased to 181 hours. Improved training methodologies includ-

ing the community language learning and aural-oral techniques were used. Several countries developed self-directed training modules of volunteers to use on-site.

- In-service training. Seven countries lengthened in-service training. Efforts were made to encourage volunteer conferences during the first months—the most crucial time for volunteer terminations.
- Cross-cultural training. Efforts were made to focus on family/village live-ins. Training was broadened to include emotional support training, which emphasized preparing female volunteers for living in traditional cultures.
- Sub-regional collaboration. Because NANEAP countries are more widely dispersed and more culturally heterogeneous than the other two Peace Corps regions, efforts were made to increase cross-fertilization on a sub-regional basis, recognizing three main sub-groups—Arabic speaking countries, Pacific Island countries, and Asia mainland countries. Some joint areas of participation included language materials development and sharing of training facilities, contractors, and project designs.

Special efforts were made throughout the region to increase minority participation by broadening applicant pools to raise the number of generalists. Skill levels for agriculture programs were lowered to include applicants with rural farm experience and efforts were made to work with the Federation of Southern Cooperatives—a predominantly black organization. In terms of sex discrimination, there was a reduction of sex restrictions on female volunteer trainee assignments.

The NANEAP region is looking forward to a period of growth in terms of new country entries. Peace Corps signed a Memorandum of Understanding with Papua, New Guinea in the past year. Tentative discussions concerning Peace Corps entry were held with officials from Sri Lanka, Egypt, the Maldives, and Indonesia.

AFGHANISTAN

In early FY 79, there were 53 Peace Corps volunteers in Afghanistan, all of whom were involved with secondary and university education projects located in the capital city. In April, 1979 the program was closed out due to a number of factors. Programming in Afghanistan had become stagnant, as there had been no new requests from the the government in over a year. Projects were restricted to education, and thus did not meet a broad range of basic human needs areas. Moreover, volunteers were prohibited from traveling outside the capital, and could only have minimal contact with host country nationals. Finally, the political turmoil during the spring of 1979 posed a threat to the security of the volunteers, necessitating an evacuation.

While Peace Corps' operations in Afghanistan are suspended, the country agreement has not been broken. At an appropriate time, Peace Corps could resume its efforts in helping Afghanistan met its development needs.

FIJI

As in the previous year, Peace Corps volunteers were extensively involved in community food production, rural community development, and formal education. For example, the Peace Corps has been helping Fiji to establish a community-sponsored rural agriculture program.

- Volunteers are helping Fijians grow a number of crops, including vegetables (traditional ones such as taro and tapioca, and non-traditional ones such as carrots, lettuce, beans, etc.) rice, cocoa, peanuts, and other subsistence or cash crops.
- Volunteers are responsible for advising and assisting in the planting, including spacing, weed control, pest and disease control, harvesting, processing and marketing, and handling of these products.
- Volunteers also help develop or establish farm organizations in the communities in which they are serving.

Aside from agriculture, Peace Corps volunteers participate in general community development activities that consist of construction projects, health and sanitation projects, social services, and hurricane reconstruction.

KIRIBATI

Kiribati is a newly independent country composed of eight small islands. During FY 79, Peace Corps volunteers worked in the areas of village health and construction, youth recreation, community high schools, and fisheries. For example:

- Kiribati's major sources of money are the ocean island phosphate deposit, and the funds from workers who have left the country to find gainful employment elsewhere.
- Several fisheries projects were conducted to generate income for resource-poor Kiribati. These projects entail developing fish ponds, and improving procedures for harvesting brine shrimp.

In the future, Peace Corps hopes to collaborate in a World Bank-sponsored water and sanitation project which is designed to reduce the incidence of cholera and hepatitis. Peace Corps also plans to continue volunteer village health and sanitation, as well as community education and extension projects.

KOREA

Peace Corps program areas in Korea during FY 79 included disease control, rehabilitation, teacher training, vocational education, and maternal/child health. One disease control project focused on Hansen's Disease, commonly known as leprosy. The Ministry of Health and Social Affairs and the Korean Leprosy Association have expressed great concern over the growing number of patients defaulting their treatment or

taking it irregularly. This situation has given rise to an increasing number of relapses and drug-resistent patients. Peace Corps volunteers have helped the Korean government to remedy this situation by:

- planning and implementing patient management programs.
- securing patient drug history followed by tests for bacilli and the use of drugs.
- testing for and recording disease progress.
- instructing patients on prevention and care of disease-related injuries.
- instructing patients on the drug regimens and dangers of irregular treatment.
- aiding in referral of patients to specialists.
- being responsible for maintaining a central office in a resettlement village from which drugs can be dispensed, records can be kept, and basic medical treatment can be given.

Because of Korea's rapid advancement into the ranks of developed countries, the Peace Corps program there will terminate at the end of 1982. The resources will then be shifted to more needy countries in Asia.

MALAYSIA

The Peace Corps efforts in Malaysia include a wide range of health, agricultural, and education projects. A dairy development project, which began in July 1979, has been heralded as a breakthrough because it involves all new Peace Corps programming in an important area of the country's development. The Malaysian government is attempting to develop the country's dairy industry, which is relatively small and insignificant at present. The targeted population is the small holders with two to 20 head of cattle.

- Peace Corps volunteers are currently working with the milk collection centers. One of their activities has been developing new marketing approaches. They have discovered the popularity of ice cream, and have utilized the traditional hand-cranked freezers to produce a high quality local product.
- Volunteers were sent to work as dairy extensionists. They received three weeks of Stateside training in artificial insemination through an interagency agreement with the USDA.
- One feature of Peace Corps/Malaysia programming with the Veterinary Services Department has been good relations with the host officials. The pre-service training for the entire 24 members of the training group was held free of charge at a veterinary services training facility.

Malaysia is rapidly approaching a level of self-sufficiency. For example, for the first time in 18 years, Peace Corps will no longer supply math and science teachers to peninsular secondary schools. Although the Peace Corps projects on the peninsula are gradually being phased out, they continue to be strong in the Borneo state of Sabah.

MICRONESIA

Micronesia is currently undergoing drastic changes in its economic priorities in order to meet its goal of self-sufficiency by 1981. As a result of these changes, the budgets of health services and education have been substantially reduced, severely hindering the delivery of a health/nutrition education program and training of local personnel. Peace Corps efforts in Micronesia have accordingly focused on educational projects covering health and agriculture, as well as projects dealing with resource development, village health, youth and business development, and economic planning. One health/nutrition education project in the Marshall Islands focused on:

- assisting in the development and initiation of a health/nutrition curriculum in rural elementary schools.
- teaching health / nutrition education courses, encouraging other teachers to participate and assisting in the development of an expanded curriculum.
- upgrading school and village health standards by promoting better sanitation, food storage, hygiene, and immunization.
- encouraging the use of local foods on the part of the students and promoting the value of nutrition.

Over the past 13 years, more than 2,000 Peace Corps volunteers have helped meet the developmental needs of Micronesia. Emerging political leaders and economic planners continue to request Peace Corps assistance through diversified programming that promotes self-reliance and equitable distribution of development resources.

MOROCCO

Peace Corps efforts in Morocco have moved from a focus on English teaching projects towards a greater involvement in basic human needs programs such as rural sanitation, rehabilitation of the mentally and physically handicapped, urban development, and vocational skills training. A typical vocational education project involves:

- developing and implementing overall curriculum course objectives, daily lesson plans, and individual instruction where needed.
- ordering, maintaining, and managing inventory of all training aids, equipment, and related materials used in the classroom or shop.
- monitoring and evaluating the students' progress.

During the following year, a growing emphasis on vocational education programs will provide marketable skills for economically disadvantaged groups through training in carpentry, welding, plumbing, and mechanics.

Volunteers assigned to classroom education projects in Morocco are working on the development of secondary activities in such areas as health and nutrition education. Program exploration has also begun in the areas of appropriate technology, fresh water fisheries, and income generation projects for women.

NEPAL

Peace Corps volunteers in Nepal worked on a variety of projects, ranging from health and education to fisheries extension and soil/water conservation. A major program during FY 79 was a community water supply project. This project, which began in 1971, entails supervising the construction of water systems at approved sites:

- More than 150 village drinking water projects are now benefiting more than 220,000 people. Fifty-five percent of these projects were completed with the help of Peace Corps volunteers.
- During the monsoon when it is difficult to work on water system construction, Peace Corps volunteers participate in a month-long training program of Nepali district sub-overseers and village workers. Subjects include cement masonry, plastic pipe and GI pipe joining, and system maintenance.

Peace Corps' major emphasis in Nepal is on rural projects, to which 70 percent of all volunteers are assigned. In addition to rural health, construction, and food production projects, plans were finalized in FY 79 for resource conservation and forestry programs. Pilot projects in these areas will begin in FY 80.

OMAN

A major focus of Peace Corps efforts in Oman during FY 79 was the continued teaching of English as a foreign language (TEFL). With few exceptions, the volunteers have taught in village schools and most have taught lower levels, starting with the fourth grade.

The goals of an FY 79 Peace Corps TEFL project included:

- alleviating the teacher shortage in Oman by providing qualified teachers.
- improving the quality of English instruction by providing teachers who are native speakers of English and trained in English Language Training (ELT) methodology.
- assisting in English education outside the classroom in areas of adult education, libraries, clubs, and teacher training.

Other FY 79 Peace Corps project areas in Oman included community health and historical preservation.

PHILIPPINES

Among the highest priorities of the Philippine government are national self-sufficiency in food

production, upgraded subsistence, and boosting small farmers economically to a level of commercial capability. The government's supervised credit program is designed to reach these objectives by combining non-collateral, agricultural production loans with a package of improved agricultural technology for these farmers.

There are, however, constraints in meeting these objectives. Subsistence farmers, who may have only recently become land owners as a result of the land reform program, have difficulty grasping modern farm practices and the complexity of effectively utilizing borrowed capital. There are few qualified and motivated agricultural technicians available or they are unwilling to serve in the rural areas. Peace Corps volunteers have helped the government deal with this situation by serving as agricultural credit advisors. In one program, Small Farmer Income Generation, volunteers succeeded in:

- establishing poultry, cattle, piggery, and vegetable projects through various rural banks.
- promoting intergovernmental agency coordination and attitudinal changes by rural bankers, farmers, and other members of the community, which has the effect of consolidating and mobilizing available technical, human, material, and financial resources within the community.

Another project which began this fall addresses the lack of an adequate system to promote attitudes and develop opportunities to use volunteer efforts as an effective instrument for continuing personal, community, and national development. The project is targeted for those individuals, organizations and government agencies with a capacity to effectuate volunteer programs for the benefit of people at the grassroots level. The goal is to further expand and develop the volunteer concept in the public consciousness. To this end, Peace Corps will assist in initiating and developing systems best suited for the needs and resources of Filipinos by using volunteers at the grassroots levels.

Other Peace Corps project areas in the Philippines include: health and nutrition, community development, agriculture extension, and fisheries development.

SOLOMON ISLANDS

Program areas in the Solomon Islands during FY 79 included education, business development, village community development, local council development, fisheries, secondary school, and Guadalcanal development. One project in the business development area focused on developing an indigenous business tradition where none had previously existed. Activities in this project included:

- efforts at the wholesale, retail, and cooperative levels with local development companies and individuals seeking to start small rural businesses. Volunteers also helped local people obtain loans.
- training people to run cooperatives.
- helping institute sound financial practices in two indigenous development companies.

Peace Corps' major thrust in Solomon Islands has been self-sufficiency and decentralization. Additional projects have been planned in rural community development, fisheries extension, and village-level food production.

THAILAND

Peace Corps activities in Thailand range from crop production, fisheries production, and natural resource conservation to family planning, community health development, and village development. An important project that began in 1979 is TEFL (Teaching English-as-a-Foreign Language) Crossover.

There is almost a total lack of qualified teachers in poor rural areas and rural school curricula are often irrelevant to students' needs. This results in an educational system which has little impact on the students' or communities' ability to improve the quality of their lives. (The families in the project area have a per capita annual income of $81 compared to the national average of $374, and thus do not have the resources to rectify any of these imbalances). The TEFL Crossover project, begun with a pilot project in 34 rural schools, is one in which Peace Corps volunteers:

- teach English as a foreign language to approximately 4,020 students.
- participate in the schools' vocational agriculture programs by preparing demonstration vegetable plots.
- assist in establishing approximately 405 home plots.
- establish demonstration pig/poultry pens and assist in establishing an additional 520 home projects.
- demonstrate applied industrial arts skills such as wiring and small engine repair, and assist in establishing approximately 40 home/class projects.

The TEFL Crossover project will provide an excellent avenue to the poorest of the rural poor in this country. Volunteers are assigned to a carefully selected group of exceptionally poor and remote secondary schools. They help provide information and skills which have a direct effect on the quality of life in the villages—both nutritionally and economically. The benefits of the information they make available concerning vegetable gardening, nutrition, animal husbandry, and other vocational subjects will have a direct impact on the people in these villages.

TONGA

During FY 79, Peace Corps emphasis in Tonga shifted from formal education programs to projects in agriculture and nutrition. These include cooperative development, fisheries extension, health care, filariasis control, communications, and water supply development.
For example:

- Through a new project in agricultural education for secondary schools, volunteers will work on both curriculum development and classroom/field instruction.
- A new AID Accelerated Impact Program has been implemented with the Peace Corps. This program provides seed money for small-scale, community-initiated projects in water supply and sanitation.
- In conjunction with the World Health Organization, the Peace Corps is implementing a physician-assistant training program aimed at providing primary health care to rural areas.

Peace Corps' future plans in Tonga entail continued attention to rural development and the continued phase-out of formal education programs.

TUNISIA

Peace Corps volunteers in Tunisia worked in a variety of program areas during FY 79, such as marine sciences, wells rehabilitation, secondary vocational education, conservation, teaching English, health, rural development, and food production. One rural wells project was enlarged to include health educators who work with rural women in sanitation and hygiene education programs. Peace Corps volunteers were also involved with mobile health teams, working to improve maternal/child health in rural areas.

Vocational education is a particularly important area, since at least one out of four Tunisian males is unemployed. In an effort to reduce unemployment and increase the number of skilled tradesmen in the country, Tunisia's latest five-year development plan calls for 40 percent of all secondary students to be enrolled in technical schools. Peace Corps volunteers help meet the demand for teachers in technical fields and allow for exposure to outside techniques. Their activities thus far have entailed:

- teaching subjects such as woodworking, metal working, auto mechanics, plumbing, improved shop management, safety practices, and equipment maintenance.
- working directly with Tunisian colleagues and, in some cases, upgrading their counterparts' technical skills.

Future plans in Tunisia include the phasing out of English teaching programs and conservation programs, and increasing the number of volunteers in the areas of agriculture extension and rehabilitation of the mentally and physically handicapped.

TUVALU

Peace Corps projects in Tuvalu focused primarily on business and communications during FY 79. Volunteers continued working with the Tuvalu Cooperative Wholesale Society, which operates consumer cooperatives on all the islands. These co-ops are the only sources of basic commodities available to the people.

Peace Corps volunteers have been working with the two audit and supervision inspectors assigned by the government to the Wholesale Society. The volunteers offer training in basic systems for ordering and receiving goods, correct invoicing, stock checking and control, pricing of merchandise, basic accounting, and basic management practices. The goals of this Peace Corps project are:

- to enhance the inspectors' understanding of bookkeeping and business practices.
- to ensure that the vitally-needed consumer cooperatives are run efficiently and properly.

Other Peace Corps volunteers in Tuvalu will work in the areas of health, rural island development, and alternative energy development.

WESTERN SAMOA

Until recently, Western Samoan villagers have been able to provide for all their subsistence needs through traditional agriculture methods. Due to recent changes, however, foremost of which is a remarkable three percent increase in population, there is an increasing need to supplement village diets with imported foodstuffs, mostly protein in the form of canned meat and fish.

The Ministry of Education has requested five volunteers from the Peace Corps to introduce an agricultural education program, relevant to Samoan needs, at the junior secondary school level. During FY 79, three Peace Corps volunteers have laid the groundwork for the project, in which:

- Volunteers will be assigned to one of five government junior secondary schools which are located either in an outlying district or near Apia, the capital, a town of about 35,000 people.
- Volunteers will be responsible for testing an agriculture curriculum for the Ministry of Education.
- Volunteers will develop a practical environment for their students to learn ap-

propriate agricultural methods: a small plot for crops, facilities for poultry and pigs, and a workshop laboratory with reference materials for agriculture.

In other FY 79 Peace Corps projects volunteers were involved with improving the production of the fisheries, poultry and piggery industries to reduce the importation of these items. Volunteers were also involved with various medical care, secondary education, and public works programs.

YEMEN

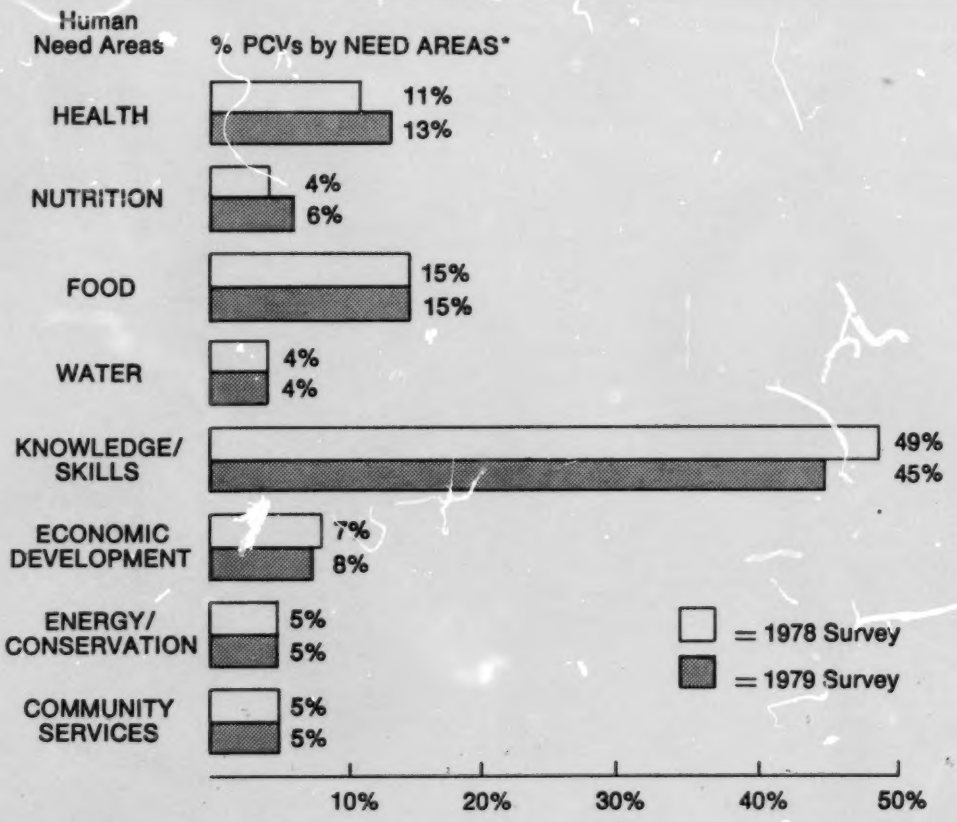
The life expectancy in Yemen is only 40 years and infant mortality is 160 per thousand live births. Within the health sector, Peace Corps volunteers in Yemen have been working to improve hospital services, train rural and urban health workers, establish laboratory services, and train vaccination teams to immunize Yemeni children against childhood diseases. For example:

- Volunteers working with rural health clinics participated in a project aimed at improving medical services in the northern third of Yemen, and established an outreach program of health education and services to the surrounding countryside.
- Other volunteers worked with the Expanded Program of Immunization, a nationwide vaccination program for children.
- Another volunteer worked with an outreach program organized by the City of Light leper colony, which is attempting to locate, diagnose, treat, and inform people about leprosy at the village level in Yemen.

Peace Corps' future plans in Yemen include the expansion of the immunization and rural health clinics programs, and expansion of potable water and rural development programs.

PEACE CORPS STATISTICS

(NOTE: the following statistical information was obtained from a survey sent to all Peace Corps Volunteers in early 1979. Of the approximately 5700 Volunteers in the field at the time, 4452 questionnaires were returned (78 percent).

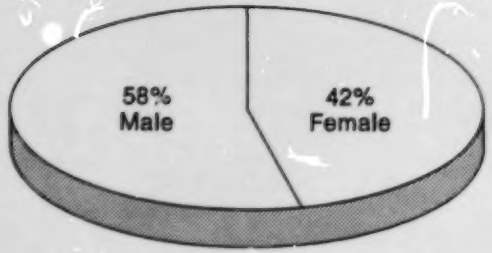


* Need areas as perceived by Volunteers as their most time-consuming activity.

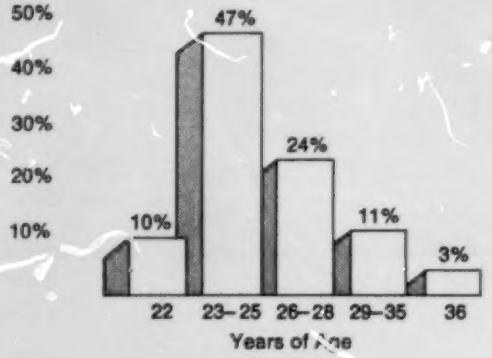
PERCENTAGE OF PEACE CORPS VOLUNTEERS WORKING IN PROJECTS IN EACH HUMAN NEED AREA

	Health	Nutrition	Food	Water	Knowledge/ Skill	Economic Dev.	Housing	Energy Conn.	Community Service	Total # Volunteers (as of 9/30/79)
BOTSWANA	11.5	0.0	0.0	0.0	47.1	19.5	0.0	0.0	21.8	98
CAMEROON	11.4	11.0	22.7	0.0	34.1	27.3	0.0	4.5	0.0	164
CENTRAL AFRICAN EMP.	20.4	0.0	18.5	3.7	37.0	0.0	0.0	0.0	20.4	44
GABON	10.5	0.0	0.0	0.0	47.9	0.0	0.0	0.0	31.6	46
THE GAMBIA	5.0	0.0	5.0	0.0	55.0	15.0	0.0	5.0	15.0	49
GHANA	0.7	0.0	2.9	0.0	92.0	2.2	0.0	1.5	0.7	113
IVORY COAST	30.6	0.0	0.0	0.0	47.2	5.6	5.6	8.3	2.8	86
KENYA	8.0	7.3	9.3	0.7	66.0	8.0	0.0	0.0	0.7	319
LESOTHO	2.8	2.8	11.2	0.0	66.4	7.5	0.0	8.4	0.9	137
LIBERIA	42.7	0.0	9.2	0.0	31.3	16.8	0.0	0.0	0.0	189
MALAWI	breakdown not available at time of compilation of report									13
MALI	17.6	0.0	11.8	0.0	50.0	0.0	0.0	0.0	20.6	59
MAURITANIA	54.5	0.0	0.0	0.0	45.5	0.0	0.0	0.0	0.0	26
NIGER	16.1	7.1	12.5	5.4	48.2	0.0	0.0	10.7	0.0	135
SENEGAL	18.2	4.5	1.5	34.8	34.8	0.0	1.5	4.5	0.0	132
SEYCHELLES	12.5	0.0	12.5	0.0	25.0	0.0	25.0	0.0	25.0	10
SIERRA LEONE	9.2	0.0	29.2	3.1	58.5	0.0	0.0	0.0	0.0	222
SWAZILAND	8.3	0.0	5.0	0.0	73.3	1.7	0.0	6.7	5.0	107
TANZANIA	no Volunteers in country at time of survey									20
TOGO	2.3	0.0	17.2	0.0	65.5	0.0	0.0	0.0	14.9	115
UPPER VOLTA	2.6	0.0	7.7	5.1	64.1	6.4	0.0	14.1	0.0	84
ZAIRE	15.2	0.0	5.7	0.0	73.3	0.0	0.0	0.0	5.7	105

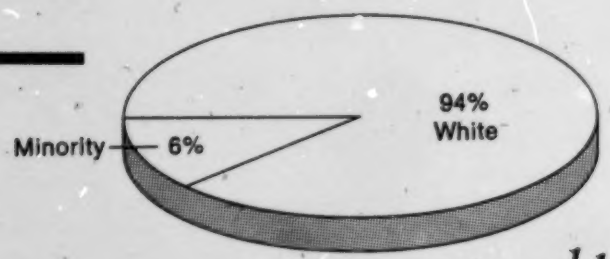
SEX



AGE



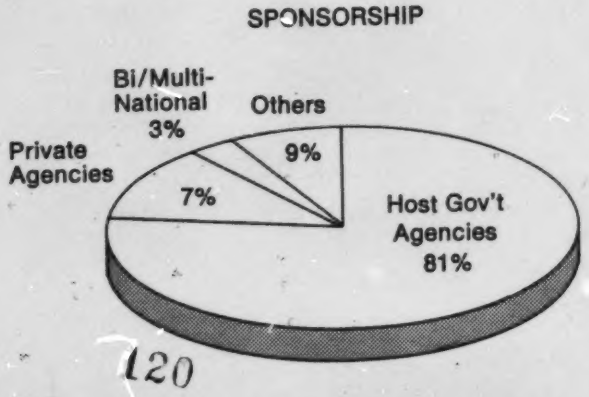
RACE

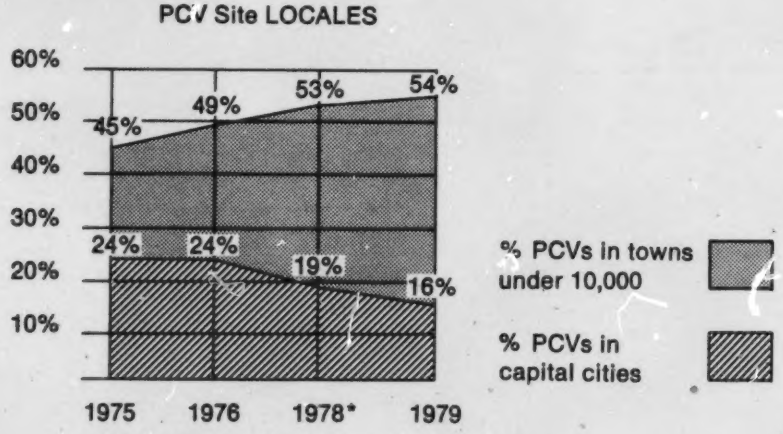


LATIN AMERICA REGION

PERCENTAGE OF PEACE CORPS VOLUNTEERS WORKING IN PROJECTS IN EACH HUMAN NEED AREA

	Health	Nutrition	Food	Water	Knowledge/ Skill	Economic Dev.	Housing	Energy Cons.	Community Service	Total # Volunteers (as of 9/30/79)
BELIZE	10.9	0.0	19.6	0.0	45.7	17.4	0.0	0.0	6.5	78
BRAZIL	36.8	0.0	0.0	0.0	47.1	0.0	0.0	16.1	0.0	66
CHILE	19.6	7.5	20.6	0.0	29.0	8.4	0.0	15.0	0.0	92
COLOMBIA	24.9	15.5	19.2	12.4	13.0	15.0	0.0	0.0	0.0	208
COSTA RICA	16.1	4.3	26.9	0.0	24.7	17.2	0.0	1.1	9.7	128
DOMINICAN REPUBLIC	1.5	13.2	32.4	1.5	11.8	23.5	0.0	4.4	11.8	125
EASTERN CARIBBEAN	12.6	0.0	25.9	0.0	48.9	11.9	0.0	0.0	0.7	146
ECUADOR	5.0	1.0	34.0	0.0	25.0	5.0	0.0	0.0	30.0	228
EL SALVADOR	29.3	0.0	24.2	0.0	30.3	11.1	0.0	5.1	0.0	110
GUATEMALA	7.0	17.5	13.3	4.2	13.3	10.5	0.0	34.3	0.0	181
HONDURAS	13.7	7.5	19.2	0.0	20.5	2.1	0.0	22.6	14.4	183
JAMAICA	12.0	0.0	10.7	0.0	50.7	24.0	2.7	0.0	0.0	175
PARAGUAY	21.0	17.7	0.0	0.0	25.0	28.2	0.0	8.1	0.0	179



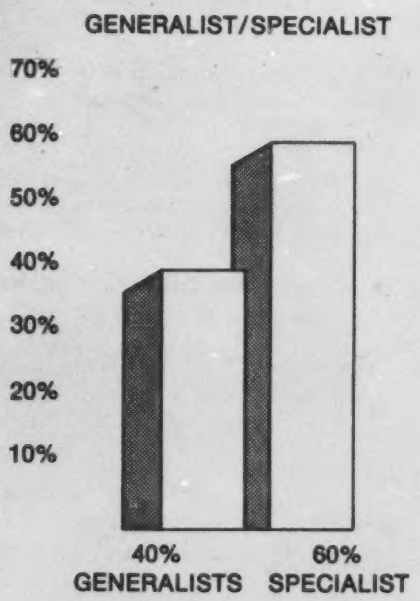


* No survey was distributed in 1977.

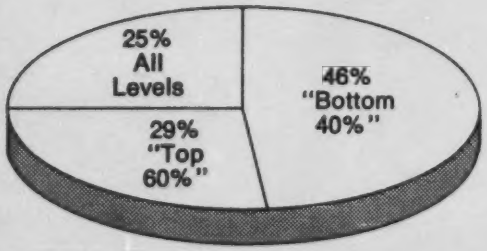
120

121

Peace Corps Worldwide



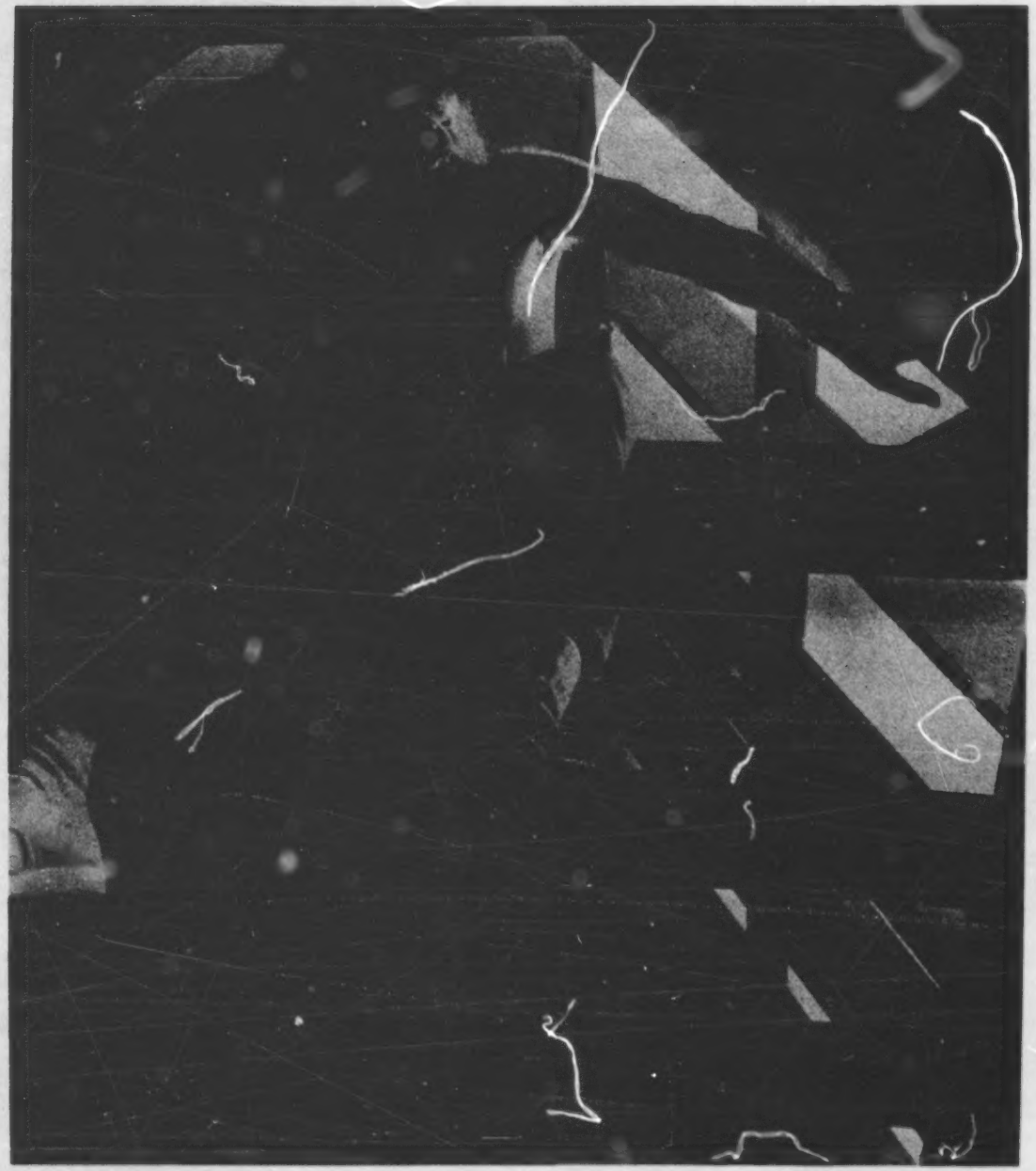
* As perceived by Volunteers



NANEAP REGION

PERCENTAGE OF PEACE CORPS VOLUNTEERS WORKING IN PROJECTS IN EACH HUMAN NEED AREA

	Health	Nutrition	Food	Water	Knowledge/ Skill	Economic Dev.	Housing	Energy Cons.	Community Service	Total # Volunteers (as of 9/30/79)
FIJI	3.7	0.0	15.7	0.0	51.5	0.0	6.0	7.5	15.7	175
KIRIBATI	breakdown not available at time of compilation of report									15
KOREA	45.2	0.0	0.0	0.0	54.8	0.0	0.0	0.0	0.0	163
MALAYSIA	15.4	4.6	33.1	0.0	42.3	0.0	0.0	4.6	0.0	217
MICRONESIA	7.9	0.0	5.3	3.5	33.3	17.5	0.0	3.5	28.9	172
MOROCCO	10.4	1.0	2.1	0.0	72.9	0.0	13.5	0.0	0.0	124
NEPAL	3.6	20.4	3.6	16.8	49.6	0.0	0.0	0.0	5.8	126
OMAN	28.6	0.0	0.0	0.0	71.4	0.0	0.0	0.0	0.0	30
PHILIPPINES	15.9	16.2	21.6	0.0	17.1	17.4	0.0	1.5	10.5	507
SOLOMON ISLANDS	breakdown not available at time of compilation of report									32
THAILAND	22.6	0.7	20.4	6.6	46.7	0.0	0.0	2.2	0.7	187
TONGA	8.0	0.0	2.0	0.0	76.0	4.0	0.0	0.0	10.0	71
TUNISIA	9.4	0.0	0.0	1.9	77.4	0.0	0.0	11.3	0.0	47
TUVALU	breakdown not available at time of compilation of report									2
WESTERN SAMOA	12.8	0.0	2.6	0.0	61.5	11.5	0.0	2.6	9.0	84
YEMEN	59.6	3.8	0.0	3.8	23.1	0.0	0.0	0.0	9.6	65



THE OFFICE OF VOLUNTARY CITIZEN PARTICIPATION (OVCP)

Through its domestic and international legislation, ACTION has been mandated to develop ties with the private sector. The Domestic Act (Title I, Part C) specifically requires ACTION "to strengthen and support efforts to meet a broad range of human, social and environmental needs, particularly those related to poverty by encouraging and enabling persons from all walks of life and from all age groups to perform meaningful and constructive volunteer service . . ."

Among ACTION's statutory purposes is to educate Americans about the problems of the Third World and support a movement of community self-reliance and self-help by illustrating how citizen volunteers using local resources can effectively overcome problems with minimal or no federal intervention. ACTION was one of the agencies included in the President's plan for a "New Partnership" in urban areas, that includes neighborhoods, voluntary associations, and the private sector. ACTION's goal is to demonstrate that individuals are not powerless to effect changes that can impact on their communities and can resolve seemingly overwhelming problems.

To carry out these mandates, ACTION created the Office of Voluntary Citizen Participation (OVCP) in March, 1978. The goal of OVCP is to support volunteer activities and promote citizen action that meets local needs in the United States and abroad. During FY 79, OVCP consisted of the following components:

- State Offices of Voluntary Citizen Participation (S/OVCP)
- Former Volunteer Services (FVS)
- Peace Corps Partnership (PCP)
- Domestic Development Service (DDS)
- Development Education
- Information Collection and Exchange (private sector dissemination) (ICE)

GRANTS

- Mini-Grants
- Support Services Assistance (SSA)

SPECIAL PROJECTS

- Youth Employment Support (YES)
- Fitchburg Action to Conserve Energy (FACE)

ACTION organized the State Offices of Voluntary Citizen Participation program in 1978 to provide grants that would stimulate citizen initiatives, and promote and coordinate voluntary participation in public and private state organizations through the establishment of offices in state government which operate from the governors' offices. In September 1979, there were 26 State Offices of Voluntary Citizen Participation: five are new offices established in FY 79, six are on continuing grants from ACTION, and fifteen are funded locally.

During FY 79, OVCP program staff revised the guidelines for establishing new S/OVCP's. The revised guidelines require offices to be more accountable, create a mechanism for ACTION to monitor the programs, extend ACTION funding from three to five years at the outset, increase the amount ACTION may fund annually, and give the programs more direction than the old guidelines offered.

In addition to providing funds to establish the state offices, the State OVCP program offers support to all state offices through the following activities:

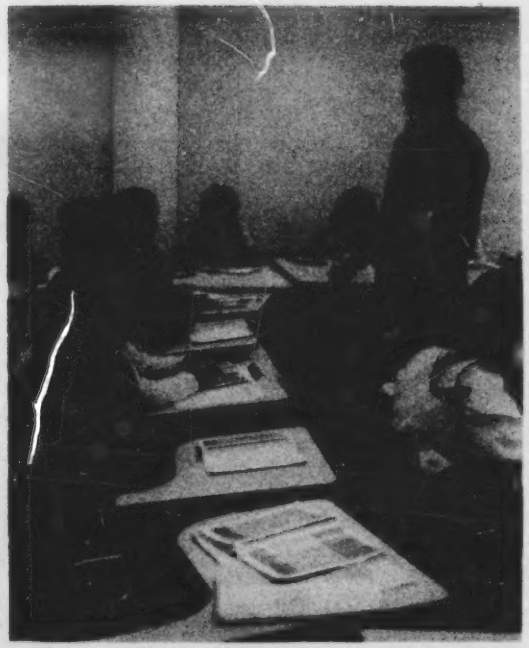
- Training conferences for S/OVCP staff.
- Dissemination of information on national and international volunteer activities through regular mailings.
- Mobilization and identification of funding possibilities for S/OVCP activities.

Some of the FY 79 accomplishments of the S/OVCPs included:

- Florida mobilized 10,000 volunteers to serve in the state's Department of Health and Rehabilitative Services. Eight hundred of these volunteers staffed the emergency foster care program which succeeded in deferring all of the state's status offenders from incarceration.
- Texas operated a national runaway hotline staffed by volunteers (50 per month) and a national network that includes hundreds of volunteers.
- Mississippi stimulated citizen and volunteer involvement in community issues through a series of town meetings involving 8,000 citizens.
- New Mexico and Virginia helped coordinate the National Immunization Program by mobilizing local voluntary organizations and training volunteers statewide to assist in the project. In New Mexico and Virginia, 2,500 individuals and 150 groups participated in the immunization project.

Many state offices were instrumental in coordinating or supporting International Year of the Child (IYC) efforts. For example:

- The Iowa Office of Volunteerism staffed the Iowa Commission for IYC.
- Kentucky devoted a portion of its statewide conference agenda to the concerns of IYC.
- North Carolina's Office of Citizen Affairs offered technical assistance in grant writing and foundation research to help fund a state IYC conference in early 1980.
- Minnesota, Michigan, California, and Virginia disseminated information on statewide IYC activities through their newsletters.
- Arkansas developed four IYC programs, including a statewide immunization project focusing on pre-schoolers.



FORMER VOLUNTEER SERVICES

The Former Volunteer Services (FVS) was established in 1961 to help Peace Corps volunteers returning from service find career opportunities. It has since been expanded to serve former VISTA volunteers. The whole program has existed under several titles, but its basic function of career counseling has remained constant for the past eighteen years. FVS has evolved into an information clearinghouse on what former volunteers are doing and where they are residing, and has helped establish over 25 Former Volunteer chapters around the country. These organizations serve as resources for volunteer projects in their communities and for speakers' bureaus involved with Peace Corps and VISTA recruiting efforts. The chapters are also convenient vehicles by which former volunteers can be alerted to forthcoming events or resources of interest to them.

The counseling service of FVS is a product of

sixteen years of refinement, and now includes one-to-one counseling on career development. Each month in FY 79, the FVS staff counseled approximately 250 former Peace Corps and VISTA volunteers, the majority of whom were walk-in clients. The program keeps a file of over 2,000 active resumes by skill areas and refers former volunteers to potential employers both within the U.S. and abroad. The FVS has developed a network of employers in fields where the skills of former volunteers can be applied.

The Former Volunteer Service also publishes HOTLINE, a weekly bulletin of employment and educational opportunities. Each issue has been sent weekly to over 17,000 former volunteers. Ten self-help manuals have been published, ranging from how to fill out an effective federal application form to career opportunities in agriculture at home and abroad.

RECONNECTION, a bimonthly magazine for former volunteers, is in its second year of publication. The magazine not only keeps former volunteers appraised of the directions of agency programs, but also serves as an expedient means of notifying them of national and community projects that need their assistance. For example, the September 1979 issue of *RECONNECTION* featured an article about the plight of the Southeast Asian refugees. FVS was subsequently inundated with hundreds of letters from former volunteers offering to return to Southeast Asia as volunteers to help in the camps of displaced people.

The FVS has been involved in a number of speaking engagements to publicize the program and to consult with other agencies and private groups wishing to set up a talent bank similar to theirs. The Peace Corps, Minorities in ACTION, and the National Council of Negro Women are a few of the organizations that have tapped FVS's experience.

ACTION has supported federal employment regulations that encourage the hiring of former VISTA and Peace Corps volunteers. It has been instrumental in publishing such Office of Personnel Management materials as RETURNING PEACE CORPS AND VISTA VOLUNTEERS, an explanation of federal employment advantage for former volunteers. The FVS has developed liaisons with other federal agencies, including the Department of Labor, and intends to strengthen these ties in future years.

PEACE CORPS PARTNERSHIP

The Peace Corps Partnership (PCP) Program, formerly the School Partnership Program, was created in 1962 to inject a reciprocal element into Peace Corps service. As Americans were giving their knowledge to other countries, they would in turn receive an education in foreign cultures.

- One American partner group collected funds for a hydraulic palm press. The press, owned by the vocational/agricultural school in Borkeza, Liberia, helps to subsidize the programs of the school and also offers a labor saving means for farmers and women of the area to extract palm oil, a food staple, from palm nuts. The women are using their extra time to go to school. In return for buying the press, the Borkeza community is teaching Shannon County, Missouri about the culture of their African community. Shannon County is an Ozark community of 3,000 people. Through the efforts of two former Peace Corps volunteers living in the country, several social organizations, the community church, and the local schools were mobilized to raise money for the project. Another world has opened for many of the children of Shannon County who have become pen pals with their peers in Borkeza. One member of a local women's group summed up the feelings of the adult community in this small Missouri community: "It's a good feeling to be helping someone outside of your own circle of family and friends."

During FY 79, there were 200 American groups involved as partners in the PCP program sponsoring 66 partnership programs in 16 countries. Most of these are one-time gestures where a needed resource is contributed and the goals of a proposal are met. There are projects, however, that have run for several years as the community abroad has assessed the need for more resources to expand a successful activity.

During FY 79, the PCP staff worked to improve communications between themselves and the Peace Corps host countries where PCP programs are operating. The PCP is now included as part of the written orientation for incoming Peace Corps volunteers and staff. These efforts have encouraged a gradual increase in PCP programs within several countries that lost interest in the program in the past, such as Senegal, Chile, Honduras, and Liberia. There was also an increase in repeat sponsorships from American groups. PCP has started developing a brochure and slide show about the procedure for applying for partnership grants that will supplement the currently available film and booklet.

DOMESTIC DEVELOPMENT SERVICE

In 1964, Congress amended the Peace Corps Act, authorizing the Peace Corps to encourage the growth of indigenous volunteer programs to meet their own needs for trained manpower. The Domestic Development Service (DDS) program was created in response to this mandate. The purpose of DDS is to initiate a comprehensive program to support domestic volunteer efforts throughout the Third World. DDS emphasis is usually on national development and nationalism. There are now more than 300 domestic development service programs, which include:

- National service projects which offer young urbanites a rural experience, contribute to national development, inspire nationalism, and attempt to encourage some participants to remain in rural areas to combat the exodus to the cities.
- Programs offering students a common experience with citizens in disparate sections of their country and encouraging the application of university education to the development of the country.
- Volunteer programs focusing on youth and the elderly.

During FY 79, the DDS staff designed the program to be implemented in FY 80. Planning U.S. visits for interested people from Third World countries who would like to improve or initiate domestic development service programs in their own countries has been an active component of the program for several years. A series of symposia and workshops are planned to generate support by such major development organizations as the United States Agency for International Development (AID) and the World Bank. The intent is to educate these groups on how DDS can become an integral component of national development schemes and to initiate collaborative efforts. Tentative contacts for cooperative purposes have also been made with other national voluntary action agencies in the Western World, such as Voluntary Service Overseas in Great Britain.

In FY 79, OVCP began the first phase of an 18 month contract with the Center for Educational Development in Health (Boston University) to develop a self-instruction handbook for DDS volunteers. The handbook will have universal application to project development by DDS volunteers in Third World countries. The Center's self-instructional guide will stress the use of appropriate technology and permit the volunteer to plan and carry out a discrete project, even if only broad general guidance is provided. The manual will be published in English, French and Spanish.

DEVELOPMENT EDUCATION

Through Development Education, people in the United States gain a new perspective on the grassroots development issues which affect other countries, and can better understand how the U.S.A. influences and is influenced by their development. During FY 79, the OVCP planned programs and materials for development activities which will support an integrated approach to this learning process. The program will include: the development of written and audiovisual materials based on Peace Corps and other experiences in Third World development; the collection of materials and references for resource services on Development Education for public use; and assistance to schools, former Peace Corps volunteers, and other private sector voluntary groups in training and in the use of materials.

Development Education efforts benefit from OVCP's unique position as the hub of a number of programs that cut across international and domestic lines, such as Peace Corps Partnership, Former Volunteer Services, and the State Offices of Voluntary Citizen Participation. Within ACTION, Development Education can also tap Information Collection and Exchange (ICE) and other Peace Corps projects, as well as the National Center for Service-Learning.

INFORMATION COLLECTION AND EXCHANGE (ICE)

Information Collection and Exchange (ICE) is a shared program between the Peace Corps and OVCP. It was established three years ago as a means of gathering and disseminating practical technical knowledge acquired by Peace Corps volunteers. This information is collected from volunteers and published in manual form. These manuals or handbooks are produced for Peace Corps programs, private voluntary organizations working overseas, and other international groups seeking information on appropriate technology to assist Third World development. OVCP is responsible for disseminating the manuals to the domestic programs and the private sector in the U.S. and abroad. In the future, OVCP will focus on the distribution of these practical technology publications to domestic development programs; private volunteer organizations working overseas, like CARE; American universities with curricula in foreign technology; and domestic programs stressing inexpensive, practical technology.

MINI-GRANTS

OVCP supports many citizen-based efforts through its Mini-Grant program. Originally established as a Bicentennial project, Mini-Grants provide seed monies not exceeding $5,000 to public or private non-profit organizations and local units of government, including hospitals and institutions of higher education. Mini-Grants are awarded to help mobilize relatively large numbers of part-time, uncompensated volunteers to work on human, social, and environmental needs —particularly those related to poverty and the elderly. The grants are a means of establishing or strengthening activities, mechanisms, and programs already underway or to be continued long after the Mini-Grant period.

In FY 79, 65 projects were awarded Mini-Grants. These programs mobilized volunteers of all ages, social and economic backgrounds in 39 states. The following projects funded by Mini-Grants illustrate the scope of the program:

OVCP DOMESTIC GRANTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	State Office of Voluntary Citizen Participation Statewide Grants								
	1st year	2nd year	3rd year	4th year	OVCP Total	# Now Insti-	Mini Grants	Supportive Services Assistance	OVCP Grand Total
Office	# $(000)	# $	# $	# $	# $(000)	tutionalized	# $(000)	# $(000)	# $(000)
Region I	1 58.4 (N.H.)				1 58.4	2 (Conn., Mass)	3 15.0		4 73.4
Region II					–0– –0–	1 (N.J.)	6 20.0		6 20.0
Region III					–0– –0–	1 (Va.)	6 18.0	1 21.6	6 39.6
Region IV			1 25.4 (Miss.)	1 88.0 (Fla.)	2 113.4	3 (Ga., Ky. N.C.)	10 30.0		12 143.4
Region V	1 83.4 (Ill.)				1 83.4	3 (Ind., Mi. Mn.)	7 20.0		8 103.4
Region VI				1 74.8 (Ark.)	1 74.8	3 (La; N.M., Tx.)	7 20.0	1 10.0	8 104.8
Region VII	1 [illegible] (Neb.)			1 78.4	1 78.4	2 (Iowa, Mo.)	5 20.0		6 98.4
Region VIII	1 67.5 (Col.)			1 67.5	1 67.5	–0–	7 24.9		8 92.4
Region IX			1 13.4 (Cal.)		1 13.4	1 (Hawaii)	13 24.3		14 37.7
Region X	1 67.9 (Idaho)				1 67.9	1 (Alaska)	4 20.0		5 87.9
Headquarters								8 179.3	8 179.3
Total	5 355.6		2 38.8	9 557.2	17	17	66 212.2	10 210.9	85 980.3

Note: The number of institutionalized projects shown in column (6) are not included in the totals in columns (5) and (9).

- Milwaukee, Wisconsin. For mobilizing community volunteers in planning, promoting, and implementing a three-day educational festival to acquaint people with the alternative forms of energy, appropriate technology, and neighborhood self-reliance through a variety of hands-on displays, panels and activities.
- Providence, Rhode Island. For recruiting community volunteers to work with youths from low-income families to broaden perspectives of youth. increase self-esteem and self-confidence by providing educational and cultural experiences, both in and out of the state.
- Sumter, South Carolina. For recruiting and training community volunteers to develop a rural women's educational program, with special emphasis on nontraditional skills training. The program is designed to reintegrate rural women and youth, especially minority, into the educational system .
- Des Moines, Iowa. For recruiting, screening, training, and placing volunteers to teach functional English to Indochinese refugees in K-12 classrooms, adult education classes, home, and community centers; and to distribute educational materials to refugees.

Following ACTION FY 79 priorities, approximately 20 percent of the awards were given to projects concerned with the International Year of the Child (11), refugee aid (2), and energy (4). As a cost effectiveness measure, the grant guidelines stipulate that a minimum of one volunteer hour must be recruited per one dollar of federal funds.

SPECIAL PROJECTS

Youth Employment Support

OVCP has sponsored several special projects that involve mobilization of local resources in a voluntary effort. Youth Employment Support (YES), a one year demonstration project, was planned during FY 79 and will begin to serve disadvantaged, unemployed youth in January of FY 80. ACTION and the Department of Labor have an interagency agreement whereby

ACTION, through five of its State Offices of Voluntary Citizen Participation, will demonstrate how citizen volunteers can offer their personal contacts and support to help minority and disadvantaged youth locate and maintain jobs.

The five states chosen through competition for the Youth Employment Support project are Florida, Arkansas, Massachusetts, New Mexico, and North Carolina. Each state will use a different model, as well as a variety of sites. YES will serve about 2,200 CETA eligible youth and will involve approximately 2,000 citizen volunteers.

Fitchburg Action to Conserve Energy

A prime example of the implementation of OVCP's mandate is a special effort, Fitchburg Action to Conserve Energy. FACE will be an intensive, six-week campaign to mobilize the local residents of Fitchburg, Massachusetts to volunteer their time to help their community reduce energy consumption by at least 25 percent. The program was planned in FY 79 and will be implemented in October and November of FY 80. The goals of FACE are to be reached through simple, no-cost/low-cost steps that anyone can learn to perform in their own homes, or those of their neighbors. For example, it is estimated that by just lowering the hot water thermostat, a homeowner can save $15 to $20 a year. Also, by spending $10 to insulate a hot water tank, savings of $20 to $36 per year on fuel bills can be realized.

Citizens of all ages and economic levels will be recruited for the FACE campaign to teach the no-cost/low-cost steps at neighborhood energy centers, to design posters publicizing the project, and to install energy savers in their neighbors' homes. Low income families and the elderly are key target groups of the program, because they are hardest hit when fuel prices rise.

Fitchburg is an example of a citizens' self-help effort to solve a community problem. The town will undertake the project with OVCP personnel serving as technical resource staff. Although ACTION developed the concept for the project, local coordination and support is emphasized here and in similar projects that are

OVCP STATISTICS

	Mini-Grants	SSA	YES
Number of Grantees	65	10	5*
Avg. # Volunteers/Project	84	N/A	400*
Hours Worked/Volunteer	71	N/A	
Volunteer Hours/Project	5964	N/A	

* projected
N/A = not applicable

PEACE CORPS PARTNERSHIP

# programs funded	59
# American sponsor groups/individuals	144
# countries involved	16
amount of U.S. Partner contributions	$83,140

FORMER VOLUNTEER SERVICES

# walk-in clients counseled	300	
# clients placed		
# of issues of RECONNECTION published	6	
# RECONNECTION circulated	35,000	
# issues of HOTLINE published	60	
# HOTLINE circulated	17,000	
# different career manuals published/ available (e.g., Jobs in the Government, Jobs in Agriculture)		10

(no real figure; 58% of all employers who advertised in HOTLINE hired former volunteers)

	State Office of Voluntary Citizen Participation Program
Offices on local funding	17
Offices on continuing ACTION funding	4
Offices funded in FY 79	5
Total	26

intended to be developed elsewhere. The joint experiment between Fitchburg and ACTION requires that the city develop this project based on the community's needs and desires.

OVCP will be responsible for developing other prototypes like Fitchburg in FY 80 and replicating these in other communities. ACTION will also work with other federal agencies in these efforts (e.g., Department of Energy, Community Services Administration, and Department of Housing and Urban Development).

Support Services Assistance Program

The Support Services Assistance (SSA) Program, which began in FY 78, is a small grant project program that provides funds for training and technical assistance programs involving volunteers. Many of the projects are initiated by small, struggling, and usually new grassroots citizen volunteer groups, as well as a number of projects developed by the more established organizations that are reaching out to meet new needs. The following examples illustrate the kinds of programs funded by SSA:

- Allegheny County, Pennsylvania. The Neighborhood Renewal Through Trained Volunteer Leadership Project will train 15 volunteer leaders in each of four urban neighborhoods (East Liberty, Spring Garden, Knoxville, and Westgate) to design and implement local neighborhood renewal projects.
- Oakland, California. Technical assistance funds will be used to assist in the mobilization and training of a group of volunteers who will assist families with children to find space and secure decent, reasonably priced housing in the Oakland and Berkeley areas.

Of the ten projects funded in FY 79, three were related to International Year of the Child activities, and one was concerned with energy issues.

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DISTRIBUTION OF OVCP PROGRAMMING ACTIVITIES

	MINI-GRANTS	SUPPORT SERVICE ASSISTANCE	SPECIAL PROJECTS
Elderly	2		
Health	11		
Youth/Children	14	3	YES
Increased Volunteer Involvement in Community Programs	8	2	
Community Services		1	
Native American			
Domestic Violence	3	1	
Women	11		
Housing	5	2	
Energy	4	1	Fitchburg
Refugees	2		
Disabled Persons	3		
Rural	3		

Many projects have multiple interests but the above breakdown represents the major focus of each grant.

OVCP
PEACE CORPS PARTNERSHIP PROGRAM

	FY 1979				FY 1978 (same period)			
	NANEAP	AFRICA	L.A.	TOTAL	NANEAP	AFRICA	L.A.	TOTAL
Of Projects	8	19	32	59	11	29	30	70
U.S. Partner Contributions Generated:	7,585	30,423	45,132	83,140	* (regional breakdown of donations not available for FY 78)			106,750*
Overseas Partner Contributions Generated:	11,327	52,386	119,687	183,400				87,920*
Total Contributions Generated	18,912	82,809	164,819	266,540				194,670*

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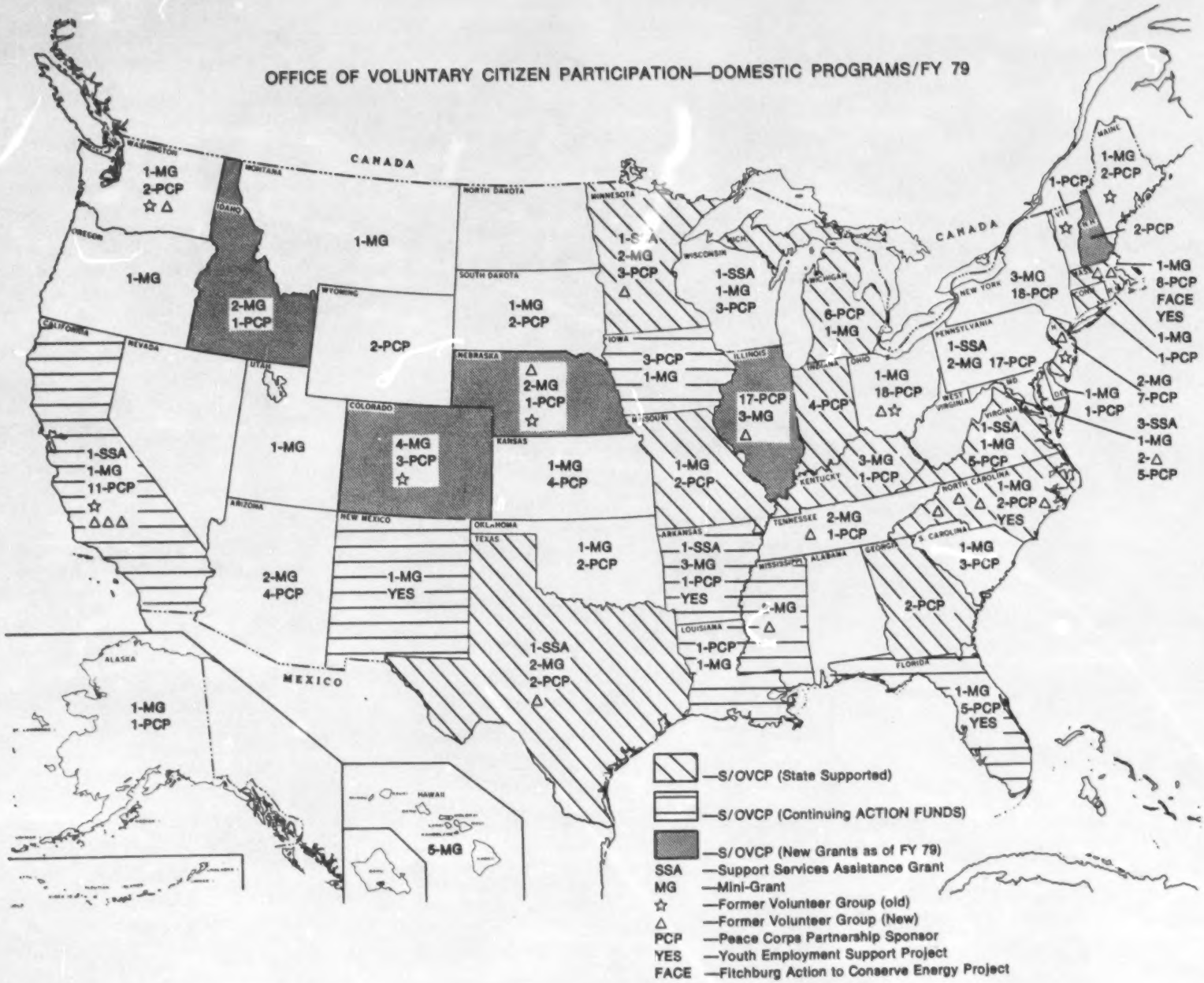

OFFICE OF VOLUNTARY CITIZEN PARTICIPATION—DOMESTIC PROGRAMS/FY 79
CANADA
MEXICO
WASHINGTON
1-MG
2-PCP
☆△
OREGON
1-MG
CALIFORNIA
NEVADA
1-SSA
1-MG
11-PCP
☆
△△△
IDAHO
MONTANA
1-MG
2-MG
1-PCP
WYOMING
2-PCP
UTAH
1-MG
ARIZONA
2-MG
4-PCP
COLORADO
4-MG
3-PCP
☆
NEW MEXICO
1-MG
YES
NORTH DAKOTA
1-MG
2-PCP
SOUTH DAKOTA
1-MG
2-PCP
NEBRASKA
△
2-MG
1-PCP
☆
KANSAS
1-MG
4-PCP
OKLAHOMA
TEXAS
1-MG
2-PCP
1-SSA
2-MG
2-PCP
△
MINNESOTA
1-SSA
2-MG
3-PCP
△
IOWA
3-PCP
1-MG
MISSOURI
1-MG
2-PCP
WISCONSIN
1-SSA
1-MG
3-PCP
ILLINOIS
17-PCP
3-MG
△
MICHIGAN
6-PCP
1-MG
INDIANA
OHIO
1-MG
18-PCP
△☆
KENTUCKY
4-PCP
TENNESSEE
2-MG
△
1-PCP
ARKANSAS
1-SSA
3-MG
1-PCP
YES
MISSISSIPPI
ALABAMA
GEORGIA
2-MG
△
LOUISIANA
1-PCP
1-MG
FLORIDA
2-PCP
S. CAROLINA
1-MG
3-PCP
NORTH CAROLINA
1-MG
△ △ 2-PCP △
YES
VIRGINIA
1-SSA
1-MG
5-PCP
WEST VIRGINIA
3-MG
1-PCP
PENNSYLVANIA
1-SSA
2-MG 17-PCP
NEW YORK
3-MG
18-PCP
MD
DEL
1-MG
1-PCP
2-MG
7-PCP
3-SSA
1-MG
2-△
5-PCP
MAINE
1-MG
2-PCP
☆
VT
N.H.
1-PCP
☆
2-PCP
MASS
1-MG
8-PCP
FACE
YES
CONN
1-MG
1-PCP
ALASKA
1-MG
1-PCP
HAWAII
5-MG
—S/OVCP (State Supported)
—S/OVCP (Continuing ACTION FUNDS)
—S/OVCP (New Grants as of FY 79)
SSA —Support Services Assistance Grant
MG —Mini-Grant
☆ —Former Volunteer Group (old)
△ —Former Volunteer Group (New)
PCP —Peace Corps Partnership Sponsor
YES —Youth Employment Support Project
FACE —Fitchburg Action to Conserve Energy Project

OFFICE OF ADMINISTRATION AND FINANCE (A&F)

During FY 1979, A&F initiated changes in all of its areas of responsibility (accounting, contracts and grants management, health services, personnel management, staff training and development, management and organization, administrative services and computer services) to improve existing services and systems. As a result, costs have been reduced, and the office can provide more efficient and better support to the agency.

A number of systems have been automated to improve service in terms of output and costs. Specifically, A&F:

- Created the Peace Corps and VISTA Volunteer Reservation System which provides for immediate assignment of applicants from field offices. The system produces daily management information reports used by the Office of Recruitment and Communications. Automation has reduced the paperwork and the number of staff required to process it. In the old system, a five part form was prepared to track nominees. All such information is now automated and communicated electronically.
- Regenerated balances using the automated accounting system for all prior year obligations, resulting in a reduction of 80% in the size of the files maintained in the automated accounting system. This in turn has reduced ADP costs by approximately 50%.
- Systematized the posting of lump-sum payments to former employees, thus reducing delays.
- Established an automated Zero Based Budgeting (ZBB) system which provides for the entry of program and program related support costs, produces summary reports and allows for the interactive rank-

ing of packages. The development of the automated ZBB budgeting system allows work to be controlled down to tenths of a work year for all support associated with volunteer programs. For the first time in the agency's history, it is possible to detail how much it costs to place a volunteer at home and abroad.

- Streamlined the personnel data submission to the Office of Personnel Management to improve timeliness and accuracy.

Existing systems and procedures have been improved to reduce processing times, improve efficiency and reduce costs. Processing times have been streamlined and backlogs reduced as follows:

- New procedures reduce travel voucher processing from three months to less than 30 days.
- A two-year backlog of approximately 100 employee incentive awards has been eliminated, and a 30-day turnaround is now mandatory for all award reviews.
- All Peace Corps medical supply requests are current, and the ordering turnaround time is 22 days (In emergencies, four days).
- The backlog in emergency medical supplies and eyeglass orders has been eliminated. New orders are now processed the day they are received, and lingering problems on Peace Corps medical kit resupply were finally resolved.
- The processing time for routine actions and new positions in the position classification area was reduced, and a backlog no longer exists.
- A separate section solely responsible for recruiting and hiring overseas staff was established, thus reducing delays and backlogs in processing.

Other management and administrative improvements have, through better budgeting and cash management practices, reduced ACTION's expenditures and allowed for better use of government funds. For example, A&F:

- Performed an analysis of Foreign Assistance Administrative Support (FAAS) costs which, by reducing those that were no longer necessary in FAAS areas, resulted in a five percent reimbursement reduction.
- Established a system for entering information into the automated accounting system in four regions. By the beginning of FY 80, the ten Domestic Operations Regional Offices and Recruitment Service Centers will directly input error corrections in the regions, thereby reducing the paperwork that must be mailed to headquarters, eliminating error lists, and facilitating the production of more current accounting information.
- Decentralized the collections of amounts due the United States Government. The shift to the regional offices will improve cash management by allowing more prompt deposit of these receipts into the Treasury.

Service improvements include:

- Overseas property/administrative liaision visits. The Overseas Administrative Support Staff chief visited several countries in FY 79. Specific payroll problems in Micronesia, fund transfers in the Solomons, and Pan American Airlines' billings in local currency in Senegal were resolved.
- Improved care for medically evacuated volunteers through assigment of an additional medevac nurse and leasing of better lodgings at reduced cost.
- Distribution of additional information to Peace Corps volunteers and Peace Corps medical staff, so that the volunteers will better understand the health care delivery system and their attendant responsibilities.

- A new VISTA Health Handbook incorporating all information published previously but in different booklets. The handbook contains updated information concerning insurance/health coverage.

OFFICE OF POLICY AND PLANNING (OPP)

The Office of Policy and Planning is responsible for ACTION's planning systems, budget process, policy development evaluations, and the testing of demonstration projects. These activities fall within the four divisions of the Office: Planning, Budget, Program Evaluation, and Policy Development.

Planning

The Planning Division initiates, develops, and guides ACTION's planning processes, which include the Zero Based Budgeting (ZBB) System; in which the major objectives and alternative ways of operating each program are considered

and ranked, and the Current Year Operating Planning System (CYOPS). FY 79 marked the third year that ACTION's budget was prepared using the ZBB process. Through this process, energy was identified as a major area to which ACTION programs could be directed. Also, through ZBB, the agency formulated a major policy statement which identified the role of each program in responding to the energy issue.

Budget

The Budget Division is responsible for formulating, justifying, presenting, and executing ACTION's budget as an integral part of the ZBB process. The division prepares and revises the agency's budget submissions to OMB and the Congress, and actively participates in the preparation of Congressional testimony. In addition, the budget staff coordinates and conducts quarterly budget reviews, both in the field and at headquarters, and develops and revises agency policies and directives dealing with fiscal matters.

Evaluation

During FY 79, the Evaluation Division conducted a number of studies of ACTION's domestic programs and the Peace Corps. Descriptive surveys of VISTA activities, the demonstration grants for the University Year for ACTION, the Fixed-Income Consumer Counseling demonstration projects, the Foster Grandparent Program and the Retired Senior Volunteer Program were completed. Initial pilot aspects of long-term studies were also conducted to assess the effects of the Senior Companion Program on both the companions and the clients, the impact of SCP on promoting independent living, the delay/prevention of institutionalization, and the initiation of SCP health care demonstration projects.

Some of the significant findings from these studies were:

- VISTA volunteers were moving away from providing direct services and toward organizing communities.
- Overall, VISTA volunteer attitudes toward training and supervision had improved, as had their satisfaction with their jobs and their perception of their effectiveness.
- Almost half of all Foster Grandparent volunteers were serving in mental retardation facilities. FGP volunteers were predominantly widowed or single women living alone.
- Eighty-eight percent of the Foster Grandparent volunteers felt their assignments were very meaningful all of the time.
- Due to UYA, local organizations have become more involved in their communities.
- Senior Companions have been instrumental in obtaining the timely release of elderly people from institutions.
- Senior Companions have been instrumental in delaying the institutionalization of the elderly. Sixty-two percent of the SCP clients had total impairment levels similar to persons in institutions.
- Volunteers working in the Fixed-Income Consumer Counseling Program (FICC) effectively delivered fixed income information.

The Evaluation Division's FY 79 efforts regarding Peace Corps included four country evaluations and five special evaluative studies. The latter included descriptive surveys of both current and former Peace Corps volunteers as well as field staff, assessment of various pre-training models, and the compilation of program accomplishment information. Planning for several major evaluations to be conducted in FY 80 (including sectoral and training studies) were also initiated during FY 79.

Policy Development

During FY 79, ACTION funded 45 demonstration projects under the authority of Title I, Part C of the Domestic Volunteer Service Act of 1973, as amended (PL 93-113). Of the $1.46 million in grants, $718,000 went to the support of projects submitted to ACTION under the Competitive Demonstration Grant Process.

Key results from the 45 projects show that the volunteers were effective in:

- reducing the incidence of family violence through advocacy, community education, technical assistance, counseling and service delivery.
- providing for humane alternatives to institutionalization.
- assisting poor persons to obtain income security and greater economic opportunity.
- Reducing the cost of energy to low-income persons by modifying energy consumption habits, increasing access to weatherization assistance, reducing utility rates through citizen action, and acquiring alternative energy sources.

Continued emphasis was placed on demonstration projects in the areas of family violence and independent living, and several innovative projects in the areas of urban initiatives, rural initiatives, and energy were started. For example:

Family Violence and Displaced Spouses

Since August of 1978, ACTION's National Technical Assistance Center in Ann Arbor and its ten regional centers have responded to over 20,000 requests for information and technical assistance on the issue of domestic violence. The center and its ten regional centers are funded through a grant of $300,000. The principal focus of the center's work is to provide practical expertise to the volunteers who have created and maintained the majority of crisis centers and shelters in the country.

The regional sub-grantees are providing technical assistance to various organizations that

address the domestic violence issue throughout the region. In addition, each sub-grantee is developing a special program or project.

According to a center study of 162 programs, an estimated 3,500 women are being helped each month, and that number is expected to grow as more women become aware that they can be helped.

In FY 80, funding for the domestic violence project of Ann Arbor will be transferred to the newly created Office on Domestic Violence in the Department of Health and Human Services. The nationwide network established by the domestic violence project has proven its effectiveness, and ACTION will continue to monitor its progress in collaboration with the Office on Domestic Violence.

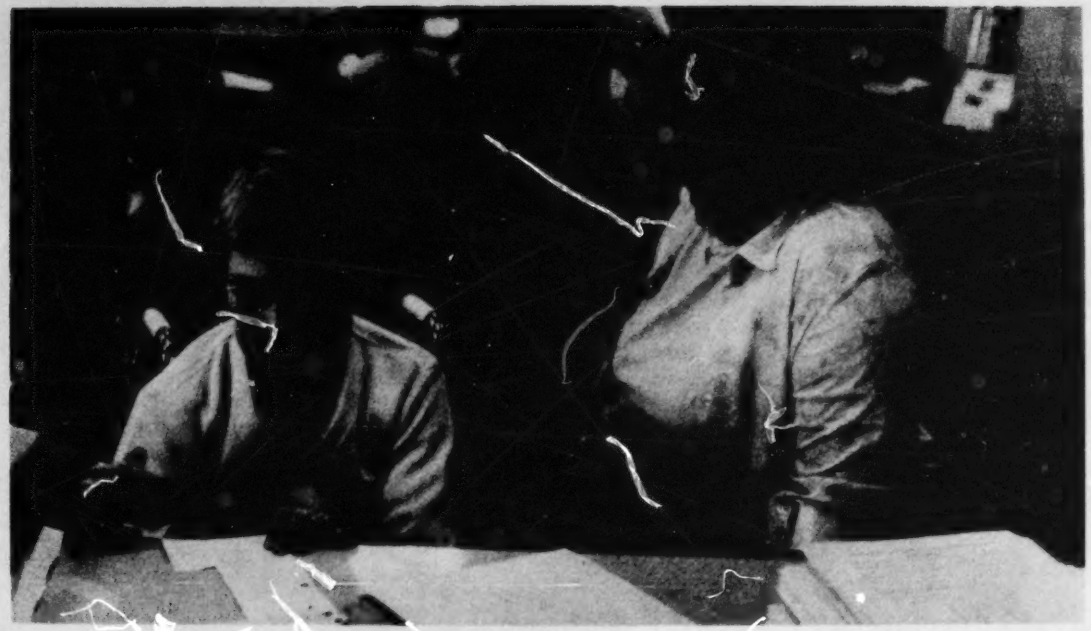
Independent Living

The Institute for Research and Development in Retardation in Harrisburg, Pennsylvania, was awarded a $5,000 grant to aid in the development of its Personal Representative Service System (PRSS). This supplemented earlier grants totaling $103,000.

These grant awards enabled the project to field test a PRSS prototype model that was jointly developed by the President's Committee on Mental Retardation and ACTION. In accordance with the model, volunteers were trained and qualified to negotiate supportive community services on behalf of the mentally retarded and other handicapped persons.

A unique aspect of the model is personal service and user accountability. Handicapped persons may choose their representatives, whose principal tasks are to access services directly responsive to the self-defined needs of the persons. In advocating effectively on behalf of individual users, the PRSS volunteers help the institutional and community environment to become sensitive and responsive to the unique needs of handicapped persons.

Sixty volunteers were recruited, trained, and qualified as personal representatives ("REPs"), and provided service in more than 300 cases.



Interventions included:

- preventing improper evictions and firings.
- obtaining community living arrangements; negotiating reinstatement of medical and public assistance benefits.
- securing employment.
- promoting discharges from institutions to community facilities.
- placements in less restrictive environments.

Generally, users came to PRSS for help after unsuccessful attempts to gain needed services by other means. The demonstration established that PRSS does close an important and recognized gap between the needs of handicapped persons and public and private resources available in the community, and that volunteers are capable of understanding and performing personal representation tasks.

Rural Initiatives

A grant of $46,594 was made to the Human Economic Appalachian Development Corporation to establish a credit union with 19 branches in central Appalachia. The credit union is run and controlled by low-income rural people who will benefit from the savings, lending, and insurance services of the organization.

Energy

In the state of Alaska, ACTION has provided $40,000 to demonstrate the use of local volunteers as energy extension agents in a number of urban and rural communities. Rather than employ professional energy coordinators to provide information to community residents, these volunteer coordinators train other local volunteers to serve in the capacity of local energy extension agents; thereby greatly expanding the outreach capability of energy conservation activities in that

state. During early FY 79, this project sponsored the Alaska Energy Conservation Awareness Week (November 13-19, 1978), which combined a wide variety of energy conservation activities ranging from free bus rides to reduce private automobile use, to conducting workshops and teach-ins in energy conservation practices.

Small Grants

The Yellow Pages for West Virginia Women in Charleston, West Virginia, received $25,202 to develop a version of the *Women's Yellow Pages* similar to those which have been produced for Boston, New England, and New York. The West Virginia Yellow Pages will bring relevant information on the availability of community resources and other self-help suggestions to the isolated poor of the state. Some 12,000 copies of the book will be disseminated through women's clubs, student volunteers, and others to ensure that all communities have copies at some local community center.

A separate ACTION demonstration project:

Youth Community Service (YCS).

In FY 79, YCS was in its second year as a demonstration project in Syracuse, Onondaga County, and Oswego County, New York. YCS was developed by ACTION as a model to test the concept of a voluntary, community-based national youth service. It is a limited test of this service since eligibility is restricted to persons who are unemployed and out of school. The program is being funded by $8 million in discretionary funds from the Department of Labor's Youth Employment Program.

YCS provides youths aged 16 to 21 with stipended volunteer opportunities to participate in meaningful community service projects for a period of one year.

On March 9, 1978, ACTION officially awarded a planning grant for YCS to a non-profit community-based organization in Syracuse, which was created to administer the pilot program. The non-profit organization is the National Youth Community Service Demonstration Project/ Syracuse. YCS is run by a 21-member board of directors.

During FY 79, YCS received applications from 3,739 youth, out of the estimated 3,500 to 6,000 unemployed and out-of-school young people in greater Syracuse. There were 1,175 YCS volunteers in service. Among the participants, 52 percent were women, 74 percent were between 16 and 19 years of age, 50 percent were black and 3 percent were Hispanic, 26 percent headed their own families or lived independently, and 60 percent were high school dropouts. Most lived in the city, while 10 percent were from the suburbs. The majority of YCS volunteers came from lower income families; perhaps 25 percent were from middle-income families.

Starting from scratch and entirely outside of the CETA prime-sponsor network, YCS has developed 566 projects with 2,794 service opportunities. The distribution of basic human needs areas met by these opportunities is as follows: health and nutrition, 10 percent; knowledge and skills, 22 percent; energy/conservation, 4 percent; community service, 56 percent; justice and legal rights, 2 percent; economic development/income, 4 percent; and housing, 2 percent.

Examples of the kinds of projects in which YCS volunteers have participated include: juvenile justice survey/monitoring; tutoring; oral history; recycling; puppeteering and story-telling in schools, libraries, and other settings; food outreach; food co-ops; and recreation.

OFFICE OF RECRUITMENT AND COMMUNICATIONS (ORC)

For 1979, the Office of Recruitment and Communications (ORC) set out ambitious goals for support of the agency's programs through aggressive and creative presentation of the need for voluntary action at home and abroad; the opportunities for volunteer service in Peace Corps, VISTA, and the Older Americans Programs; the benefits and potential of the agency's demonstration and innovative programs; and its commitment to a much greater participation of minorities in all of its programs.

The Office of Public Affairs stepped up its efforts to inform Americans about the ways ACTION's programs were helping the poor and those on fixed incomes to meet the energy crisis through home weatherization and fuel conservation efforts. In late 1979, there was considerable national print and electronic media conservation coverage of the joint ACTION-DOE energy conservation program at Fitchburg, Mass. Overall, the major focus of ORC's public affairs efforts shifted from volunteer personalities to how volunteers were participating in activities that met national and international priorities such as energy, long-term health care, food production, the environment, and consumer counselling.

The same emphases were incorporated into new and revised printed and audio-visual materials. Those included slide-shows, a Senior Companion's film, general and skill-specific recruitment brochures, posters, and public service radio and television announcements. ORC produced 37 country brochures for Peace Corps with up-to-date information on individual countries and their Peace Corps programs which provide vital information to recruiters, applicants, and trainees. Two ACTION publications, *Prime Times*, the bi-monthly newspaper for the older Americans programs, and *ACTION Update*, the bi-weekly newsletter for agency staff, underwent major changes in composition and format to allow for late-breaking news and coverage of major issues affecting on the agency.

Dissemination of the agency's messages was improved through a system of "multiplier effect" coverage. Keyed mailing lists for print and electronic media were established. Special attention was focused on publications and broadcasting geared to Black, Hispanic, and older Americans as well as periodicals related to specific skill and professional areas in which the agency has recruitment needs.

A strong indicator of the increased visibility that ACTION's programs received through these communications was the increase in the number of WATS line inquiries. In FY 79, 51,000 people called requesting information about the agency's programs and volunteer opportunities compared to 38,000 calls in the previous year. An additional accomplishment in the communications area was the establishment of an audiovisual library containing all film, and radio and TV spots relating to ACTION's programs. This library insures the preservation of valuable reference material.

ORC's recruitment efforts for the full-time volunteer programs, Peace Corps and VISTA, in FY '79 were notable in their focus on targeted populations and the addition to the recruitment effort by former volunteers throughout the country.

The agency's long-term efforts to increase the participation of minorities in its programs were supported by increased activities and new initiatives in this area. A recruitment office was established in Puerto Rico; additional recruitment campaigns were conducted in minority communities, on minority college campuses, and on campuses with significant minority enrollments; minority-specific recruitment materials were produced; and well-known minority public figures appeared in minority recruitment campaigns, public service announcements and audio-visual productions.

In May 1979, in Atlanta, ORC held a conference of officials from traditionally Black colleges to seek their support in the effort to increase minority participation. The president of Clark College, which hosted the conference, called it "a new watershed in terms of our relationship with the federal government." As an outgrowth of that conference, ORC awarded contracts to 37 traditionally Black colleges to conduct recruitment and awareness activities on their campuses.

There was continued improvement in minority representation among the ORC field staff recruiting for Peace Corps and VISTA. In FY 79, 19 percent of ORC recruiters were minorities, compared with 16 percent in FY 78.

Another population targeted for special recruitment efforts for Peace Corps and VISTA was older Americans. Increased recognition of the experience, talents, and special qualities of senior citizens gave impetus to new efforts to recruit them through the agency's own Older Americans Programs and publications which reach them.

All recruitment efforts were enhanced by new programs which involved agency staff, volunteers,

and former volunteers directly in recruitment. A coordinated scheduling system put agency senior staff into recruitment and awareness activities when traveling for other activities or specifically for those purposes.

Peace Corps volunteers who have extended service and come home on leave are asked to participate in recruitment. The response has been excellent from the many volunteers who are participating, and to the potential volunteers and media who have shown great interest in the currently serving volunteers. Expanded efforts are involving former Peace Corps and VISTA volunteers in recruitment, including counseling applicants.

OFFICE OF COMPLIANCE (O/C)

The Office of Compliance is comprised of three divisions: the Audit Division, the Inspections and Investigations Division, and the Equal Opportunity Division.

Audit Division

The Audit Division is responsible for ensuring adequate audit coverage of agency operations and programs. Operational audits of Peace Corps posts and Domestic Operations regional offices are usually performed on a 30-month cycle. Other audits include various program grants, contracts, and headquarters support operations on a request basis. Examples of such audits in FY '79 were:

- two comprehensive audits of Peace Corps projects, 11 Peace Corps fiscal and administrative management audits, two Peace Corps training contract audits, and one special property accountability audit.
- seven older American grant audits, one older American program review, two JYA grant audits, two final VISTA National Grant audits, one contract audit, one VISTA supervision contract audit, and one comprehensive audit.
- a review at headquarters of internal control over Treasury schedules of payments in the Accounting Division.
- approximately 145 domestic grants were audited by public accounting firms under contracts with the Audit Division.

Inspections and Investigations Divisions

In FY 79, the Inspections and Investigations Division of O/C conducted:

- eight investigations of criminal matters, 13 investigations of program activities, four investigations of deaths of Peace Corps volunteers overseas, five inspections of ACTION operations and 12 EEO investigations.

During FY 1979, the Office of Compliance continued to strengthen its systems for protecting employees and applicants for employment against discrimination on the basis of political beliefs, handicaps, or marital status, as stipulated by EEO statutes and regulations. The office has placed a strong emphasis on resolving discrimination complaints both at the informal and formal level.

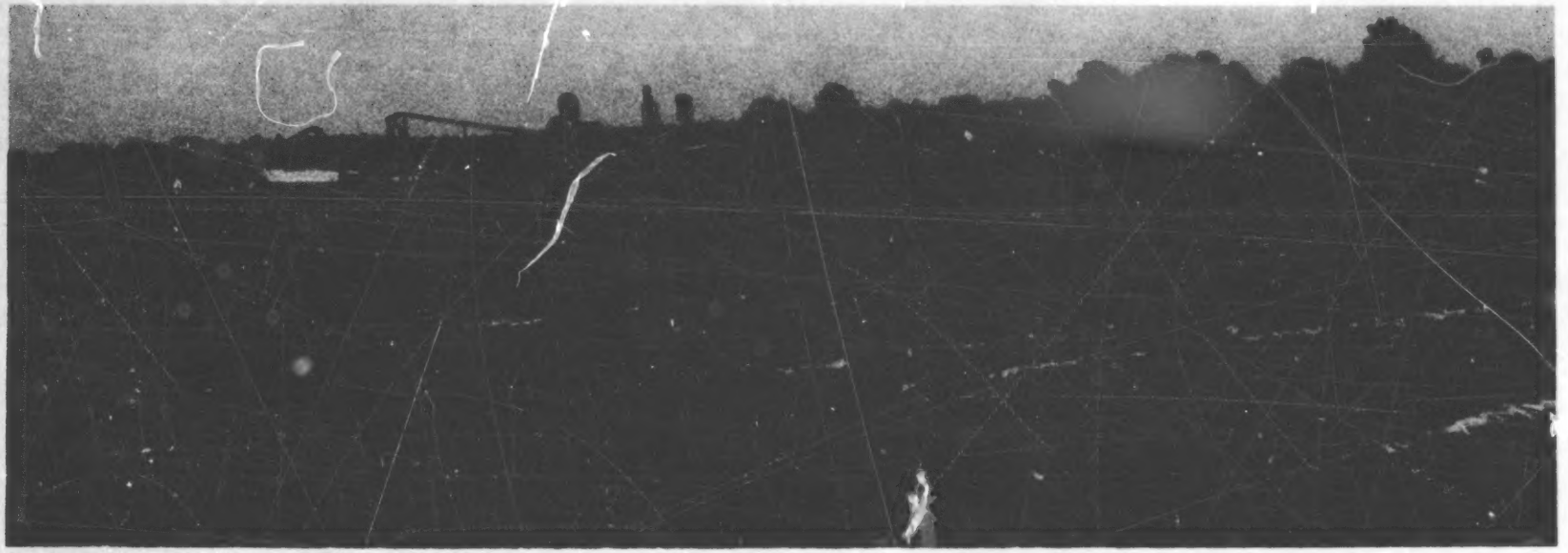
- A one-day EEO traning session was held for all agency managers and supervisors to enhance their knowledge of equal employment opportunity laws and regulations, and better enable them to carry out their EEO responsbilities.
- Pursuant to ACTION's responsbilities under Title VI of the Civil Rights Act of 1964, as amended, the agency's nondiscrimination regulations governing its grantees' compliance activities have been revised to strengthen and expedite the implementation of the title.
- The Office of Compliance also developed a Title VI poster which was designed to enhance the awareness of beneficiaries and potential beneficiaries of the protections under the title, and their right to file a complaint when these protections have been violated.

Awards and Contracts

Section 8(a) of the Small Business Act helps small, minority-owned businesses through the award of non-competitive contracts. In FY 79, ACTION more than tripled FY 78 Section 8(a) procurement:

- ACTION awarded a total of 31 8(a) contracts amounting to $1,578,358 or 211 percent of the agency's fiscal year goal of $750,000.

  In addition, ACTION awarded 49 non-8(a) contracts in the amount of $428,351 to minority firms through the competitive or sole source process. The 80 awards, totaling $2,006,709, represent the highest contribution to minority firms and institutions ACTION has ever achieved.
- Peace Corps, which previously had not awarded any 8(a) contracts, awarded nine in the amount of $774,575.



THE OFFICE OF LEGISLATIVE AND GOVERNMENTAL AFFAIRS (LGA)

The major function of the Office of Legislative and Governmental Affairs is to represent ACTION and its programs, and to inform all members of Congress and their staffs of the agency's activities. LGA monitors all legislation that affects ACTION, and maintains close contact with some 30 committees and sub-committees that have jurisdiction and oversight of the agency. The office is also responsible for keeping the director and senior staff of ACTION informed of the concerns of Congress regarding the agency, and in assisting ACTION's senior staff in appearances before committees and during hearings.

During FY 79, LGA was involved with the enactment of authorization and appropriation legislation for both Peace Corps and the domestic programs. The Peace Corps received authorization for FY 80, while VISTA and the service-learning programs were authorized for FY 80 and FY 81. Older American Volunteer Programs had previously been authorized through FY 81. In FY 79, LGA also played a significant role in representing the agency in regards to the Peace Corps autonomy issue by informing Congress of the reasons why Peace Corps should remain within ACTION as an autonomous entity under Executive Order 12137.

OFFICE OF GENERAL COUNSEL (GC)

During FY 79, the Office of General Counsel participated in the negotiation of several inter-agency agreements, which created new cooperative programs with other federal agencies. The office also participated in the inter-agency task force that implemented the newly-passed National Consumer Cooperative Bank Act.

New regulations protecting the rights of handicapped individuals, both as employees and volunteers, were published. Substantial gains were made in the reduction of outstanding litigation, grievances, EEO complaints, and claims.

The General Counsel was designated the agency's ethics official in FY 79, with responsibility for overseeing and monitoring compliance with the Ethics and Government Act, and was assigned the responsibility of coordinating the agency's compliance with Executive Order 12044, which requires improvement in federal regulations. In cooperation with the Office of Policy and Planning, the Office of Voluntary Citizen Participation and VISTA, guidelines for the competitive award demonstration grants were developed and published.

The Office was also actively engaged in resolving questions raised by the new status of Peace Corps, which resulted from Executive Order 12137.

William Davis,
Peace Corps
Regional Director
Africa

Mercedes Miller,
Assistant Director
Voluntary Citizen
Participation

William Syket,
Peace Corps
Deputy Director

Barbara Kelley,
General Counsel

ACTION/PEACE CORPS KEY STAFF

James Lancaster,
Assistant Director
Administration & Finance

Sam Brown,
Director ACTION

Richard Celeste,
Director Peace Corps

James Duke,
Assistant Director
Recruitment & Communications

Jennifer Froistad,
Peace Corps
Associate Director
Development Education

Helen Kelley,
Deputy Associate Director
Older American Volunteer Programs

Perdita Huston,
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Janet Watlington,
Assistant Director
Legislative & Inter-
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Margery Tabankin,
Deputy Associate Director
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Raul Rodriguez,
Assistant Director
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Mary King,
Deputy Director ACTION

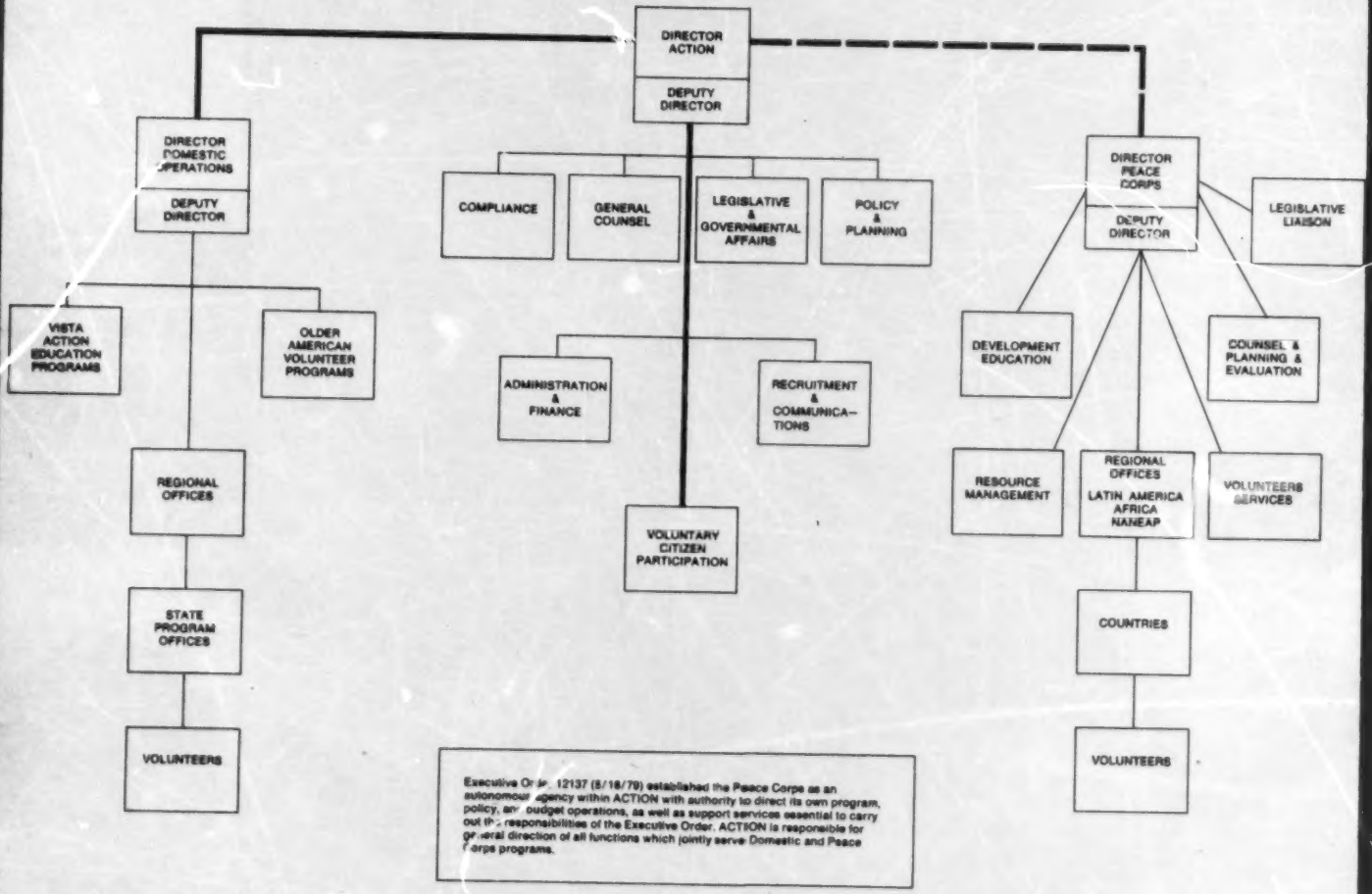
Dennis Derryck,
Assistant Director
Policy & Planning

Jonathan Marks,
Peace Corps
Counsel & Associate Director
Planning & Evaluation

Karen Paget,
Deputy Associate Director
Domestic Operations

John Lewis,
Associate Director
Domestic Operations

ACTION


DIRECTOR ACTION
DEPUTY DIRECTOR
DIRECTOR DOMESTIC OPERATIONS
DEPUTY DIRECTOR
VISTA ACTION EDUCATION PROGRAMS
OLDER AMERICAN VOLUNTEER PROGRAMS
REGIONAL OFFICES
STATE PROGRAM OFFICES
VOLUNTEERS
COMPLIANCE
GENERAL COUNSEL
LEGISLATIVE & GOVERNMENTAL AFFAIRS
POLICY & PLANNING
ADMINISTRATION & FINANCE
RECRUITMENT & COMMUNICATIONS
VOLUNTARY CITIZEN PARTICIPATION
DIRECTOR PEACE CORPS
DEPUTY DIRECTOR
LEGISLATIVE LIAISON
DEVELOPMENT EDUCATION
COUNSEL & PLANNING & EVALUATION
RESOURCE MANAGEMENT
REGIONAL OFFICES
LATIN AMERICA
AFRICA
NANEAP
VOLUNTEERS SERVICES
COUNTRIES
VOLUNTEERS
Executive Order 12137 (5/16/79) established the Peace Corps as an autonomous agency within ACTION with authority to direct its own program, policy, and budget operations, as well as support services essential to carry out the responsibilities of the Executive Order. ACTION is responsible for general direction of all functions which jointly serve Domestic and Peace Corps programs.